



**AGHE**  
THE FUTURE IS HERE

---

**Educating a New Generation of  
Professionals in Aging Worldwide**

**Miami, Florida  
March 9-12, 2017**

## **Abstract Book**

**Session Number: 5**

**Session Title:** Challenges Related to Aging: Exploring the Role of Loss, Abuse, and Inequality

**Abstract:** Early Parental Loss and Cognitive Function in Advanced Age: Assessing the Mediating Role of Socioeconomic Status and the Moderating Role of Gender *Rong Fu*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Drawing from the stress process model, this article examines (1) whether losing a parent in early life affects cognitive function in advanced age; (2) whether this association is mediated by socioeconomic status (SES); and (3) whether this association is moderated by the gender of the lost parent and the gender of the offspring. Data were derived from the 2002 wave of the Chinese Longitudinal Healthy Longevity Survey. The final sample consists of 10,587 Chinese oldest old aged 80–105 years. Ordinary least squares models were used to estimate the effect of early parental loss on cognitive function in the total sample and by gender. Multiple-mediator models were used to examine whether SES mediated these effects. Missing data were handled by multiple imputation. Findings indicate that losing a mother before 16 years of age predicted worse cognitive function in oldest old men who were not disabled. Among all the measures of SES, having no education was the only significant pathway that linked early parental loss to worse cognitive function. The mediating effect of education on the trauma-health association was more robust in oldest old men than in the total sample. Yet, the detrimental effect of early parental loss on cognition and the mediating effect of education were not found in oldest old women. These findings suggest that traumatic events in early life could affect one's health and well-being even many decades later. Both the gender of the lost parent and the gender of the offspring could possibly modify the relationship between early-life trauma and cognitive health at an advanced age. This study has empirical implications on parental death/separation and policy implications for gender-specific healthcare services.

**Objective 1:** After attending this session, participants will be able to understand the long-term effect of childhood trauma on cognitive health in advance age.

**Objective 2:** After attending this session, participants will be able to discuss the potential moderators and mediators in the association between early parental loss and cognitive health over the life course.

**Objective 3:** After attending this session, participants will be able to discuss empirical and policy implications on parental death and parental separation in developing and developed countries.

**Session Number: 5**

**Session Title:** Challenges Related to Aging: Exploring the Role of Loss, Abuse, and Inequality

**Abstract:** A Demonstration Study on Socioeconomic Inequalities in Health Among Elderly People in Beijing, China *Ruan Hangqing, Yuan Qianlan, Lei Jiebo*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Abstract: Based on the data from the survey of the living condition of Chinese elderly in 2015, this paper converts the self-assessed health into cardinal ill health score by the method put

forward by Wagstaff et al. Then this paper uses the health centralized index and decomposition method to analyze the socioeconomic inequalities and the determinants of elderly people's health inequality in Beijing, China. The results show that there are prevailing health inequality among the elderly people in Beijing with a concentration index of -7.09%, which means the elderly's health inclines more to the wealthy. Having endowment annuity, income, education and similar socioeconomic index make the most important effect on enlarging health inequality with rates of contribution of 26.4%, 25.4% and 16%. In addition, the elderly's loneliness, the difference between urban and rural areas and the housing condition also influence a lot on the health inequality among the elderly people.

**Objective 1:** After attending this session, participants will know more about the elderly's health inequality in China

**Session Number:** 5

**Session Title:** Challenges Related to Aging: Exploring the Role of Loss, Abuse, and Inequality

**Abstract:** Reshaping Chinese Society: Challenges of Chinese Older Adults Who Lost Their Only Child Under The One-Child Policy *Lenny Chiang-Hanisko, Guilin Yu*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** The one-child policy significantly reshaped the composition of Chinese society for many decades. This issue has become a growing societal burden with aging of the Chinese population. Today in China, childless parents who lost their only child under the one-child policy are called Shidu parents. The number of Shidu families is increasing in China resulting in significant challenges to aging parents, including psychosocial, financial, and loss of dependent care. According to the Ministry of Health in China (2014), over one million families have lost their only child with this number expected to increase by 76,000 each year. The purpose of this study was to explore the lived experiences of Shidu parents in China. A qualitative phenomenology study using Colaizzi's method was employed in this research in a major metropolitan city in China. A total of five families including 3 males and 5 females who lost their only child participated in this study. The age of the 8 participants ranged from 52 to 75, ( $X=64.6$ ). Each semi-structure in-depth interview lasted 3 to 4 hours in the participant's home setting. After all interviews were transcribed verbatim and coded, clusters of themes were generated using the Colaizzi method. Three major themes emerged from the data: (1) Shidu means loss of purpose in life; (2) Shidu often results in withdrawal from society; and (3) Shidu means loss of support in their later life. The finding of this study revealed that Shidu parents in China felt a strong desire to express their need for psychosocial support and understanding. Since they have no progeny to authorize treatments or payments, they were often rejected for admittance to hospitals or nursing homes. Although the one-child policy is being phased out with the new two-child policy effective in 2016, with an aging Chinese society, Shidu parents are physically, psychologically and financially burdened compared to non-Shidu parents. These findings have important implications for strengthening national, provincial and local government Chinese policies to develop stronger social support networks to improve the wellbeing of Shidu parents. Additionally, educational policies must address geriatric competencies to shape curriculum, field training, and continuing education to prepare healthcare professionals to effectively

address the needs of Shidu older adults. Future research on assessment, intervention, aging services, programs and policies are needed to address this growing cultural phenomenon.

**Objective 1:** After attending this session, participants will be able to identify the lived experiences of *Shidu* parents in China.

**Objective 2:** After attending this session, participants will be able to develop effective strategies to address the needs of *Shidu* parents in their later life.

**Session Number:** 5

**Session Title:** Challenges Related to Aging: Exploring the Role of Loss, Abuse, and Inequality

**Abstract:** Creating an Animated Documentary Films to Raise Public Awareness of Elder Abuse: An Approach Through the Interprofessional Education and Collaborative Practice *HeeSoon Lee, Heejoo Kim*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Animated documentary films are increasingly being used in raising awareness of social issues, emphasizing them in an aesthetic and broad-minded way. The goal of this study is to reveal the hidden emotional crisis of elder abuse based on a real story with the short animated documentary film. The elder abuse takes many forms, ranging from willful abandonment and unintentional abuse to physical and emotional assault, frequently being made by a family member or trusted individual. With increasing number and proportion of older adults from the boomer generation in our society, the elder abuse is being recognized as a growing and prevalent social issue in all parts of society regardless of socioeconomic classes, cultural, and ethnic backgrounds. However, it has been neglected, or hidden because the older adults are reluctant or unable to report due to fear of retribution, lack of ability to report, or don't want to get the abuser (e.g., their family members) in trouble. Moreover, signs of elder abuse are often overlooked or not recognized by professionals working with older adults because of lack of education or training on identifying abuse. In this context, raising public awareness is the first step to prevent the elder abuse, leading to early intervention and treatment. The objective of this interdisciplinary project between social work and digital art is to promote public awareness of elder abuse through an animated documentary film as an art format which combines animation and documentary. This short animated documentary film intended to reveal the hidden problem of elder abuse such as neglect and physical, emotional, and financial abuse by presenting personal experiences of impairment and exploitation based on real stories. Through text and moving images, this short film will address the complexity of interactions that can lead to the abuse, suffering, agony, and segregation of the victims, emphasizing the need for society's attention, understanding, and provision. It is expected that this film may be used not only for an educational purpose for general publics but as a training tool for future gerontological service providers and health care professionals.

**Objective 1:** To understand the importance of raising awareness of elder abuse as a first step to engaging in effective intervention for elder abuse and advocate its victims and their family members

**Objective 2:** To discuss about an appropriate pedagogical methodology as gerontology educators to assist students to engage in talking about stereotype subjects such as elder abuse

**Objective 3:** To build interprofessional education and collaborative practice model to bridge gaps between research and practice, suggesting an educational tool (i.e., animated film) regarding elder abuse

**Session Number:** 10

**Session Title:** Developing and Maintaining Gerontologically Sound Programming

**Abstract:** Why the Gap Between Theory and Practice in Gerontological Nursing Education in Thailand is Widening? *Ladda Thiamwong, Jiraporn Sonpaveerawong, Jom Suwanno*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** A major challenge to the gerontological nursing profession is to find ways of merging theory and practice in the delivery of nursing education and aging care. The idea of bridging the theory-practice gap in gerontological nursing is an area that has not been adequately explored in Thailand. The purpose of this study was to identify the gap between theory and practice in gerontological nursing education from nursing students' perspectives. A mixed-method approach using a survey, focus groups and individual qualitative interviews was used to generate data for this study. Seventy-eight senior nursing students at School of Nursing, Walailak University, Thailand completed a questionnaire. Four focus groups and in-depth interviews were undertaken. Gaps do exist, are becoming wider, and three themes emerged: 1) gap shows an imbalance between teaching and learning; 2) the fragmented and unspecified course of aging care impacts the theory-practice gap and 3) inflexible teaching and stereotyping of learners increase the gap. The finding of this study is a basic guideline for developing a collaborative program integrating theoretical knowledge and clinical practice which specific for aging care.

**Objective 1:** After attending this session, participants will be able to identify and discuss the gaps between theory and practice in gerontological nursing education.

**Session Number:** 10

**Session Title:** Developing and Maintaining Gerontologically Sound Programming

**Abstract:** Teaching From the "Other" Lens: Reflections and Lessons on Teaching Culturally Appropriate Aging Material as the "Other" *Shannon Mathews, Pamela P. Brown, Kelly Niles-Yokum*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Being the "other" or the minority person in the classroom may create challenges in teaching, particularly when teaching sociocultural topics in gerontology, which may not reflect one's own background, culture, or lifecourse experience. The "other lens" is rooted in the simultaneous process associated with the social construction of self (in-group) and other (out-group) resulting in tensions related to characteristics, privilege, and identity (Brons, 2015; Crang, 1998). Each of the presenters for this session currently teaches, or has taught, at an institution as a minority/other. The "other" lens also reflects teaching within a dissimilar racial /geographical location related to one's self-identification, for example someone who may have spent his or her life on the west coast teaching in an institution in the south. It is also important to not only create a sense of community but also attempt to

harness commonness in the classroom, as there may be a reality, whereby you are the only white/black/male/female in the room. However, it is also important to note difference within the classroom, realizing that the “other” (instructor) may not understand knowledge, skills, and life experience, which are part of one’s cultural capital and are common to members of the dominant (class/students) group. A different facet of being “the other” in the classroom is the stereotyping of the instructor by the students, creating a “burden of representation,” for the instructor, opposite of the “burden” oft born by minority students within a majority class. Additionally addressed are the concepts of “reality pedagogy,” “trigger warnings,” and “cultural disconnect,” specific to instructional strategies on aging topics. This session will address issues related to teaching from the “other” lens and provide real-life examples as well as strategies for success, and creating community and commonness in the classroom.

**Objective 1:** After attending this session, participants will be able to define...the language related to teaching from the “other” lens including the following: burden of representation; reality pedagogy; and cultural disconnect.

**Objective 2:** After attending this session, participants will be able to explain the concept of teaching from the “other” lens.

**Session Number:** 10

**Session Title:** Developing and Maintaining Gerontologically Sound Programming

**Abstract:** Ten Years of Innovation: The Development of an Interdisciplinary Undergraduate Management of Aging Services Program *Robin A. Majeski, Galina Madjaroff*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** To address the challenges brought by the rapidly growing population of older adults in the United States, the Erickson School of Aging Studies was founded at University of Maryland at Baltimore County (UMBC) in 2005 by John Erickson, the founder of Erickson Retirement Communities (now Erickson Living) and President of UMBC, Freeman Hrabowski. It commenced with the vision of creating a new generation of aging services professionals by offering undergraduate, graduate, and professional education programs. The school is a self-supporting unit and has the distinction of being the only professional school at UMBC. An integral part of the Erickson School has been the innovative, interdisciplinary 54-credit undergraduate Management of Aging Services (MAgS) program which aims to prepare undergraduates for entry into and advancement within the professional ranks of the aging services/policy industry. To enhance its quality and efficiency, it is currently shifting to a 39-credit program. Over the past ten years, as a result of feedback from students, faculty, policy leaders, and managers in the aging services sector, the undergraduate MAgS program has undergone dramatic changes which have significantly strengthened the program, especially its integrative interdisciplinary component. This session will provide an overview of key changes which include the following: the movement from a multidisciplinary to an interdisciplinary undergraduate MAgS curriculum, assessment of the curriculum, strategic principles guiding important curricular changes, and core components and the architecture of the new integrative interdisciplinary curriculum that includes a focus on longevity economy, technology and healthcare. Also, the session will discuss the process by which the newest

change was implemented which was to reduce the number of required course credits from 54 to 39 by recalibrating course and curricular content, enhancing its quality and efficiency. Presentation strategies include a PowerPoint presentation with key presentation points and an online demonstration of the ongoing development and revision of the undergraduate MAgS program. Participants will be provided with opportunities to discuss and ask questions about the presentation. They will have opportunities to apply principles for assuring the relevance, currency, and quality of undergraduate gerontology/aging services program curricula to their own programs.

**Objective 1:** Describe the key changes involved in moving from a multidisciplinary to an interdisciplinary undergraduate Management of Aging Services program curriculum.

**Objective 2:** Analyze the strategic principles which serve as the basis for the new undergraduate Management of Aging Services curriculum and discuss the core components of the new curriculum.

**Objective 3:** Analyze the interdisciplinary architecture of the Management of Aging Services program curriculum and apply two ways of assuring the continued relevance and quality of one's own gerontology/aging services curriculum.

**Session Number:** 10

**Session Title:** Developing and Maintaining Gerontologically Sound Programming

**Abstract:** Expanding the Social Science Toolkit – Infusing Gerontology Online Across the Curriculum  
*Katherine Im*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** This work provides an overview and update on an online social science toolkit that broadcasts information about gerontology to a wide audience across a large online institution. A basic social science toolkit was embedded across all social science and gerontology courses to promote interdisciplinary thinking and raise awareness about the study of aging among social science and gerontology students. The toolkit provides basic information about theory, research methods, advocacy, professionalism, and ethics in the fields of anthropology, sociology, psychology, and gerontology. The information allows students to have a ready resource for students to refresh or update existing knowledge as they progress through the degree. Recently, other departments within the university have expressed an interest in adopting the toolkit for courses in health care administration, nursing, and business management. This presents a unique opportunity to expose many more students to gerontological content. The presentation shares how the online toolkit has evolved and expanded from a simple in-house resource to one that has the potential to improve the understanding of aging across an entire university.

**Objective 1:** To describe one method for infusing gerontology across the curriculum

**Session Number:** 10

**Session Title:** Developing and Maintaining Gerontologically Sound Programming

**Abstract:** Envisioning an Intercultural Undergraduate Gerontology Curriculum for Canadian Universities  
*Lorraine Mercer*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** The challenges of teaching and learning about global aging amidst a culturally diverse student population in Canadian universities were the stimuli for this qualitative research study. As an educator I wanted to know: What does an undergraduate university-based intercultural curriculum in gerontology encompass? How might it be delivered? An interdisciplinary approach was necessary to investigate the theories and practices associated with intercultural curriculum development in educational studies as well as the theories and practices associated with culture and aging in the field of gerontology. An exploratory descriptive study was conducted to investigate the current thinking of key university-based stakeholders associated with intercultural and/or gerontology curriculum. Thematic analysis of the interview transcripts, in combination with content analysis of relevant course outlines, and the researchers over ten years of experience in teaching gerontology courses provided rich data for this study. Education's constructivist and humanist learning theories in combination with gerontology's life course perspective and cultural gerontology's emphasis on narrative provided the theoretical lenses for the analysis and integration of the findings. The presentation will focus on the study's outcome, which identifies ten key characteristics of an intercultural gerontology curriculum for Canadian universities, and provides a toolbox of resources for educators in gerontology.

**Objective 1:** Participants will be able to explain intercultural gerontology.

**Objective 2:** Participants will take home exemplary tools for crafting an intercultural gerontology curriculum.

**Session Number:** 15

**Session Title:** Experiential Learning: Models and Strategies From Teaching Gerontological and Geriatric Material

**Abstract:** Expanding Geriatric Simulations for Nursing Students: A Simulation Toolkit *Kari Hirvela*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** This presentation will showcase a simulation toolkit for baccalaureate nursing students, highlighting care for older adults across the care continuum (home, acute care, long term care) and students' response to geriatric simulation. Research has identified that undergraduate nursing students often express fear and discomfort in working with older patients and are anxious about providing care to older adults in home settings (Happell, 2002; Smith & Barry, 2011). Given that our population is aging it is critical to improve nursing students' knowledge and skill to competently manage the needs of an aging clientele. Simulations have been shown to be an effective tool in educating nursing students to care for older adults. To prepare students to care for older adults, faculty (research and clinical) members created and piloted four geriatric clinical simulations (home health, acute care, transitional care and long term care) for junior and senior level undergraduate students. The purpose of this paper is to present students' response to geriatric simulation and disseminate the simulation toolkit to others in academia and clinical practice to improve healthcare provider knowledge in the care of older adults.

Data on students' response to geriatric simulation was collected post event using the NLN simulation design and satisfaction survey (N=49 students) and focus groups (N=13 students). Data was also collected from student reflective journals about their experience. Mean, standard deviation and range were calculated for survey data. All simulations were rated highly (scale 1-5), particularly for problem solving (4.4), satisfaction with learning (4.3) and self-confidence in learning (4.2). Textual data was analyzed using Thematic Analysis. Four themes emerged: understanding aging, expanding view of nursing role in community, readiness to provide care, and seeing value in partnering with other disciplines to provide care. The geriatric simulation toolkit includes instructor and student preparatory materials, simulation instructions for each scenario, debriefing guidelines, student assignments and evaluation tools. Components of the toolkit will be highlighted during the presentation and a link to the toolkit will be provided. Use of geriatric simulation is a safe, risk-free environment for student learning, engagement in high-level problem solving and increasing student confidence in care of older adults.

**Objective 1:** After attending this session, participants will be able to: recognize the importance of using simulation as a curricular option for teaching undergraduate students in healthcare professions to care for older adults.

**Objective 2:** Replicate the process of planning, creating and implementing four simulation scenarios within their undergraduate curriculum.

**Session Number:** 15

**Session Title:** Experiential Learning: Models and Strategies From Teaching Gerontological and Geriatric Material

**Abstract:** Building a Volunteer Guardianship Program Within the Probate Court: A New Pedagogical Approach *Daniel Van Dussen, Amy J. Plant*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Designed to protect the interests of incapacitated adults and especially elders, guardianships are a legal relationship established through the court system that grant the ability for guardians to make personal and/or property decisions for the ward. Despite a court's best efforts, current practices related to the monitoring of adult guardianships are often challenged due to a wide range of issues such as general lack of accountability among guardians, soaring caseloads and poor data collection and management. Furthermore, some of the costs associated with the administration and monitoring of guardianships, insufficient training for court managers and staff also leave the guardianship system primed for further abuse, neglect and exploitation. In 2015, as part of an ongoing effort to change policies and help decrease the backlog of work in the court system, the Gerontology Department at Youngstown State University entered into a collaborative relationship with the Mahoning County Probate Court to help alleviate some of the issues the court was facing in terms of monitoring established guardianship cases. This collaborative partnership was threefold: to locate wards that had fallen through the cracks under previous court administration, provide follow-up on delinquent guardianship reports and also provide welfare checks and supervised home visits on wards with recommendations for outreach and community supports. Students were also required to journal their findings and provide a report and presentation to the court. By building this service learning opportunity

into the curriculum for upper division gerontology students who are trained and given court authority (orders), students not only were able to actively integrate their coursework and develop the intellectual tools and skills necessary for career development, they were also able to perform a valuable community service and provide needed assistance to an already overworked court system.

**Objective 1:** Name some of the challenges facing the Probate court and adult guardianship programs

**Objective 2:** List ways that students and the court system can both benefit from a service-learning based guardianship program

**Objective 3:** Discuss implications of piloting such a volunteer guardianship program in the classroom and directions for future research

**Session Number:** 15

**Session Title:** Experiential Learning: Models and Strategies From Teaching Gerontological and Geriatric Material

**Abstract:** Challenging Ageism in the Classroom: The Impact of Experiential Learning on College Students Considering a Career in the Helping Professions *Justine McGovern*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** This paper reports on results of a mixed methods pilot study exploring undergraduate college students' attitudes about old age, and assessing the impact of a face-to-face interaction with an adult over 65 on students' ageist beliefs. Defined here as negative ageist beliefs, ageism among helping professionals contributes to shortages of geriatrics and gerontology professionals globally, affecting outcomes for older adults, whose diverse needs often go un-met. Challenging ageism in the classroom therefore has significant potential where enhancing the wellbeing of older adults is concerned. Study findings identify factors that promote and reduce ageism, and articulate implications for workforce development. Integrating experiential learning into the curriculum can address knowledge gaps that contribute to ageism, which, in turn, contributes to service gaps and poor outcomes for older adults. Consisting of a survey and two qualitative questions, the study identified factors that support and reduce ageism, and assessed the impact of a face-to-face strengths assessment interview with an adult over 65 on 25 undergraduate social work students' attitudes about old age. Findings make several innovative contributions to the study of ageism. Specifically, when interview content "surprised" the students, or was "unexpected", students were more inclined to appreciate older adults in new ways. Further, enhancing self-knowledge about their own ageism contributed to students' developing greater empathy for older adults. In addition, students attributed the first-hand experience of interviewing an adult over 65 with reducing their own fears about growing older, and increasing their hopefulness about the future. Significantly, the experiential learning component was associated with increased interest in working with older adults. Findings have implications for workforce education and recruitment, and for outcomes for older adults receiving professional care. In a first step, integrating experiential learning into helping professionals' education stands to spur interest in geriatrics and gerontology and reduce service gaps, as a result. Secondly, by increasing empathy, which has been associated with improved quality of care, the exercise can have an impact on service provision and outcomes for older clients.

Ultimately, the paper argues for integrating experiential learning with older adults across curricula designed to develop a competent and caring workforce of helping professionals dedicated to meeting diverse needs of growing numbers of older adults worldwide. The paper furthers knowledge about ageism, and makes concrete suggestions on how to improve outcomes for older adults based on workforce recruitment, preparedness and education.

**Objective 1:** After attending this session, attendees will have gained a deeper understanding of factors that increase and decrease negative ageist beliefs among college students considering careers in the helping professions.

**Objective 2:** After attending this session, attendees will be able to implement an experiential learning component designed for college students, which can reduce negative ageist beliefs.

**Objective 3:** After attending this session, attendees will be better prepared to make a difference where geriatrics and gerontology workforce preparedness and recruitment are concerned.

**Session Number:** 20

**Session Title:** Symposium

**Abstract:** Reflections on a Doctoral-Level Research Practicum Course: Student and Mentor Perspectives  
*Seojung Jung, Verena Cimarolli, Stephanie Hicks, Francesca Falzarano*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Gaining real-world research-related work experience is a critical component of the curriculum of the Applied Developmental Psychology doctorate program at Fordham University. In a year-long practicum course, students engage in research in an applied setting with a goal of developing and executing a research study and then producing a publishable work. Over the past years, three students completed their practicum requirement at the Research Institute on Aging of The New Jewish Home (NJH), a New York-based geriatric long-term-care service provider. The aims of the symposium are to describe the nature of this research-focused practicum course, to provide examples of students' past projects completed at NJH, and to share lessons learned by students and the mentor. First, Dr. Cimarolli provides an overview of the research practicum course. Dr. Cimarolli discusses the challenges faced when developing and executing a research project by doctoral-level students in an applied research setting, ways in which research mentors can engage students and provide research and non-research-related educational experiences within an organization, and the benefits gained by both students and mentors from such a collaborative practicum experience. This talk also presents the organizational motivations and benefits for providing research-related training to doctoral-level students. Ms. Jung discusses her practicum research that examined recreational activity preferences among nursing home residents by reviewing and extracting data from electronic medical records. She will share her experiences at NJH (e.g., meetings with clinicians, participation in educational events) and in publishing and presenting her practicum research. Ms. Hicks outlines her practicum research that examined the role of telehealth use within NJH's post-acute rehabilitation setting on transition outcomes and physical functioning. It was the first study to examine the potential impact of patient use of telehealth services within the post-acute setting. Ms. Hicks also discusses how her applied research experience at NJH

opened the door to a full-time job working as a project manager on a NIA-funded grant. Ms. Falzarano outlines her practicum research that examined the impact of person- and community-related factors on the likelihood of transitioning from a post-acute rehabilitation care setting to home. This study utilized person-level electronic medical records and community census data to examine these factors and their role in optimal post-acute rehabilitation care transitions of frail older adults. The applied research experience at NJH provided insight into the non-academic world and how to translate research skills acquired in graduate school into productive work in more non-traditional settings.

**Objective 1:** To describe a doctoral-level research practicum course at Fordham University and share beneficial lessons learned by students and the mentor.

**Session Number:** 25

**Session Title:** Symposium

**Abstract:** Reflections on Educational & Career Trajectories Towards Gerontology/Geriatrics: Results From the Women in Gerontology Legacy Project (WIGL) Wave 1 *Pamela P. Brown, Dana B. Bradley, Carroll L. Estes*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Prior to formalized gerontology/geriatric academic programming, women were moving into the field of gerontology/aging and geriatrics via diverse disciplines, such as family studies, demography, anthropology, social work, sociology, and healthcare. There is a paucity of information and prior research documenting how women were instrumental in the gerontology/geriatric fields' development and were on the ground floor of aging research, policy, and education. The WIGL (Women in Gerontology Legacy) Project, which emanates from the Gerontological Society of America's Committee on Women's Issues, focuses on the documentation and distribution of the contributions of women to the field of gerontology/geriatrics. Using the WIGL Wave 1 data, including questionnaires and interviews of fifty-three women, an analysis of two questions based on career trajectory and interest in gerontology, allows for an understanding of their movement into gerontology/geriatrics via education and early career opportunities. The utilization of a lens of self-efficacy assist us in an understanding of why some describe their pathway to gerontology as "accidental," while others discuss the intentional movement into the field, highlighting not only diverse educational backgrounds, but also the variance in career interest and opportunities presented to them at the time. These differences are also in line with the premise of the "do-it-yourself" individualization biography (Beck & Beck-Gernsheim, 2002; Beck, 1992), whereby individuals must be an active and contributory participant in their life and career. Presentation includes a discussion on detours and roadblocks within their education and careers. Additionally, this presentation highlights several of the women's educational and career roadmaps into gerontology/geriatrics, and presents a career roadmap model. Presentation includes videos clips from WIGL YouTube Channel and future endeavors/research within WIGL.

**Objective 1:** After attending this session, participants will be able to explain the concept of the "do-it-yourself" individualized biography, and apply it to their own life and experiences.

**Objective 2:** After attending this session, participants will be able to discuss the impact of women within the development of the fields of gerontology/geriatrics.

**Session Number:** 30

**Session Title:** Using Gerontological Education to Challenge Assumptions and Change Perspectives

**Abstract:** Can Interaction With Elderly Persons Alter University Students' Attitudes Toward Older Adults?  
*Taylor Nix, Alan J. Lipps, Charlie Pruett, PhD*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Background and Purpose: Research indicates that relatively few college students have the desire to pursue careers serving the geriatric population. However, studies show that education, training, and direct contact with the aging population can positively influence student attitudes. These findings suggest that interactions with aging adults can facilitate change in perceptions of the aging population. Within the field of social work, and in other helping professions, numerous writers, researchers, and practitioners call for an increase in the number of, and quality of, educational experiences that provide opportunities for students to have direct contact with elderly persons. Such prescriptions are often ambiguous because little is known about the effects of properties of such contact (i.e., context, content, duration) on the outcomes. Therefore, the overall purpose of this study was to determine whether student interactions with elderly persons, in the context of a Texas Silver Haired Legislature Town Hall Meeting, would improve ageist attitudes. To accomplish this purpose, a pretest-posttest design, using a convenience sample of undergraduate and graduate students attending a southwestern, private Christian university, was used. Methods: The researcher, in conjunction with other faculty members at a university, requested that faculty help recruit students to participate in a town hall meeting hosted by the Texas Silver Haired Legislature (TSHL). The town hall meeting brought together university students and elderly members of a community to discuss issues that could be later developed into a legislative agenda for the TSHL. During the town hall meeting, participants interacted with elderly persons by participating in a discussion, in small groups, about issues facing elderly persons. Pre- and posttest data were collected using an online survey tool. The Fraboni Ageism Scale was used to assess pre- and post-intervention ageism. A paired-samples t-test was used to test for a statistically significant difference between pre- and posttest. Results: Results concluded that there was a statistically significant pre- to post-intervention reduction in ageism scores for students who attended the Town Hall Meeting. Conclusions and Implications: Findings of this study suggest that student interactions with elderly persons, in the context of a Texas Silver Haired Legislature Town Hall Meeting, can shift ageist attitudes. Therefore, town hall meetings that allow intergenerational contact to be made can result in changes in ageist attitudes. Focused, relatively brief, contact between elderly persons and university students is one approach educators can use to change ageist attitudes.

**Objective 1:** Participants will be able to describe the context, content, and duration of intergenerational contact that improved ageism scores in university students.

**Objective 2:** Participants will be able to describe an intergenerational town hall meeting.

**Objective 3:** Participants will be able to explain the importance of intergenerational contact in improving ageist attitudes in college-age people.

**Session Number:** 30

**Session Title:** Using Gerontological Education to Challenge Assumptions and Change Perspectives

**Abstract:** 48-Hour Hospice Home Immersion Project: Life Altering Medical Education *Marilyn R. Gugliucci*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** The University of New England College of Osteopathic Medicine (UNECOM) 48 Hour Hospice Home Immersion project was designed as an experiential medical education and research model. Palliative and end of life care education at U.S. Medical Schools and specifically UNECOM tends to be accomplished through traditional medical education methods until this program. Although based in medical education this program is easily adaptable to health professions education. Ethnographic and autobiographic research designs were applied. Twenty four second year medical schools have been immersed into the local hospice home for 48 hours, sleeping in a bed where others have died, to answer the question: "What is it like for ME to live in the Hospice Home for 48 hours and how does this contribute to my future as a practitioner?" Students provided patient, family, and post mortem care with the interprofessional staff. Data were student journal notes written before, during, and after the immersion. NVivo analyses were conducted using thematic coding and standard qualitative research methods. Aggregate data analyses on student journals elucidated common student themes; some included (1) Unknown Territory; (2) Support and Communication; (3) Role of Staff; (4) Facing Death and Dying; and (5) Clinical Pearls. Students also expressed individual learning based on past history with death and dying either professionally or personally. Students reported skill development in patient/family care and realized the importance of physical touch, communication, authenticity, and sincerity. This project humanized dying and death, solidified student realization that dying is part of life, and what an honor it is to be part of the care process that alleviates pain, increases comfort, and values communication and human connections.

**Objective 1:** Participants will be able to assess the utility of the 48 Hour Hospice Home Immersion Project as a model for educating health professions students about end of life care

**Objective 2:** Participants will be able to distinguish between the role of education and research in augmenting health professions education

**Objective 3:** Participants will be able to develop a plan to initiate the 48 Hour Hospice Home Immersion Project at their sites

**Session Number:** 30

**Session Title:** Using Gerontological Education to Challenge Assumptions and Change Perspectives

**Abstract:** Community-Engaged Education for Aging: Research About the Role and Impact of Reappointment, Promotion and Tenure (RPT) Requirements *Lyn M. Holley*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Community-engaged education for aging is important in student learning about aging. On-campus opportunities for engagement with aging are rare, and in order to provide “in vivo” opportunities to learn, it usually is necessary to draw on community resources. The pedagogy for drawing on community resources most supported as effective by the literature is community-engaged Service Learning. In addition to being an important tool for education about aging, community-engaged Service Learning is encouraged by national Carnegie classifications, awards from the US President, grants from the US Department of Education, and the boards of most public universities. Implementation of community- engaged Service Learning however depends on pedagogical choices made by individual faculty, choices that are influenced by incentives embedded in the reward structure of the academy. Chief among formal faculty reward structures is the bestowal of reappointment, promotion, and tenure (RPT). Although community-engaged Service Learning pedagogy is widely regarded as effective, it takes much more faculty effort and time than strictly classroom instruction and is frequently believed to have either neutral or even negative impact on evaluation of faculty for RPT. This paper briefly summarizes the current literature on the impact of community-engaged Service Learning on RPT, explains the need for additional research and connects attendees with published resources and major researchers. These discussions are framed in results of recent research conducted by the authors who will describe a project in one university to develop and pilot a process that investigates the impact of RPT on new faculty while orienting new faculty to RPT. That process will be further explored by provision of a critical estimate of the effectiveness of replicating that process other universities.

**Objective 1:** After attending this session, participants will be informed about the small but growing research and researchers that investigate the influence of participation in community-engaged Service Learning on evaluation of faculty for reappointment, promotion and tenure.

**Objective 2:** After attending this session, participants will be able to describe an emerging model process that combines orientation of new faculty to their reappointment, promotion and tenure requirements with exploratory research that contributes to knowledge about how participation in community-engaged Service Learning impacts evaluation of faculty for reappointment, promotion, and tenure.

**Objective 3:** After attending this session, participants will be prepared to critically consider replication of this model in more than one type of university.

**Session Number:** 35

**Session Title:** Workshop - 45 min

**Abstract:** Developing a Syllabus for a Course on Elder Justice for Undergraduate Students Using the AGHE Competencies as a Framework to Promote Interprofessional Collaboration *Patricia J. Brownell, Joy Ernst, Bettye Mitchell, Susan B. Somers*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** Competency-based curricula in the field of aging are critical for the education of students planning careers in aging service delivery. Content on elder abuse prevention and elder justice is important for students who are planning to enter the field of aging upon graduation. Regardless of whether the student's career plan is to specialize in serving older victims of neglect, abuse and exploitation, or to serve an older population in health, social service, legal or other settings, knowledge about practice and policy issues in elder justice and elder abuse is critical to ensure detection and protection from abuse. The purpose of the proposed workshop is two-fold: one, provide an overview of model curricula on elder justice developed for the fields of social work, gerontology and public health; and two, present and walk through the development of a model syllabus on neglect, abuse and exploitation of older adults using the AGHE competencies as a framework. The model elder justice syllabus using the AGHE competencies as a framework was developed by the National Committee for the Prevention of Elder Abuse (NCPEA) for the National Partnership to End Interpersonal Violence (NPEIV). It is expected to be adopted and tested in interdisciplinary undergraduate programs in gerontology by selected participating undergraduate colleges and university programs. Developing opportunities for students in interdisciplinary fields to gain fieldwork experience in work with victims of older adult abuse and their families is an important objective of gerontology education. Interdisciplinary teams are considered one of the most effective intervention models for elder abuse prevention. However, undergraduate education can take place in siloes within discreet majors such as social work, biology, sociology, philosophy, psychology and communication to name a few. This does not prepare graduates for working collaboratively in interdisciplinary teams to serve older adults and in particular older adults at risk of or experiencing neglect, abuse and exploitation. The syllabus presented here reflects a course model where undergraduate students across majors learn together about elder abuse and elder justice, using didactic, visual, role playing, group assignments and other educational tools.

**Objective 1:** Understand discipline-specific syllabi developed for use in social work, public health and nursing curricula along with their differences and similarities.

**Objective 2:** See how an undergraduate elder justice syllabus is built based on integrating content on elder neglect, abuse and exploitation using the gerontology competencies.

**Objective 3:** Obtain resources for readings, course assignments and course activities including lectures using didactic materials, videos, role play transcripts and case record reviews.

**Session Number:** 35

**Session Title:** Workshop - 45 min

**Abstract:** Competencies Come to Life! Integrating Theory and Practice That Spans the Gerontology Curriculum *Donna Jensen, Cheryl A. Osborne*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** High impact practices, identified by the Association of American Colleges and Universities (AACU), have been demonstrated to lead to enhanced student learning, community engagement, and completion of learning outcomes. The Association of Gerontology in Higher

Education's (AGHE) competencies have been infused throughout the Gerontology Program at CSU, Sacramento using a variety of community engagement and other learning opportunities. This presentation provides examples of ways to infuse community engagement, application of theory, and infusion of gerontology competencies in diverse practice settings. Learning opportunities that assist students with integrating theory and practice, framed by the Gerontology Competencies, will be discussed. The Gerontology Competencies are also infused to increase the development of students in order to promote a professional workforce that is underpinned by gerontological knowledge, skills, and abilities. Participants will have the opportunity to develop a course assignment based on a Gerontology Competency.

**Objective 1:** By the completion of this workshop learners will be able to identify the Gerontology Competencies that most apply to their specific course

**Objective 2:** By the completion of this workshop learners will be able to describe various ways to infuse theory, practice/community engagement and competencies.

**Objective 3:** By the completion of this workshop learners will be able to create an assignment that integrates the Gerontology Competencies.

**Session Number:** 40

**Session Title:** Workshop - 90 min

**Abstract:** Care-Fitters Change the Super Aging Society *Yuichiro Sato, Ryo M. Takahashi*

Thursday, March 9, 2017; 1:30PM-3:00PM

**Abstract Body:** In the presentation, we introduce attendee into simulated experience (e.g. cataract) so that we can understand what is inconvenient for elder people and what they feel in our daily life. In Japan, more than 13000 people learn aging through simulated experience in a qualification "Care-Fitter". In this qualification, we also learn assistive skills and the spirit of hospitality. Those who acquired this qualification work for various business using the knowledge of the Care-Fitter and making effort to a better society in which all people including elder people can live safely. This presentation demonstrate the Care-Fit Gerontological philosophy which is called Kigatsuku that means "an inner spirit to act without being told what to do." This is originally came from Samurai spirit. In this presentation, attendee will be able to get the hint how to connect Issue of aging with industry, government and academia.

**Objective 1:** Learning what aging is and what age-friendly society through simulated experience of elder people.

**Session Number:** 45

**Session Title:** Symposium

**Abstract:** Do Traditional Gerontology Education and Other Factors Foster a "Declinist" View of Aging? A Debate *Sharon Baggett, Melissa Cannon, Margaret B. Neal*

Thursday, March 9, 2017; 3:30:00 PM-5:00 PM

**Abstract Body:** Gerontology developed in a time when concern about long term care facilities drove early curricula, but solid theoretically-based research in the social sciences was also being produced. Programs seemed divided along the lines of social or health/care focus. Some critics of gerontology – some of whom work in the aging field but not all in education - argue that its roots and current focus foster a “declinist” view of aging. They argue programs focus on training health care providers, administrators, social workers, and others who “help” older people through this decline; internships and practicums also reflect this focus. Similarly, Sigma Phi Omega projects often focus on “serving” frail elders. The dominance of the current medical/biological focus for research funding also supports the view of aging as dependence and decline. Recent critiques of gerontology, such as that by Bass (2013), suggest that the lack of an interdisciplinary framework hinders the field from having a cohesive theoretical grounding. This absence may have contributed to the concurrent trends of decreased funding for social research and increased funding for medical/biological research. As funding for social research has waned, so too has the balancing effect on the declinist view. Few researchers are providing strong insights into the experiences and impacts of the lengthened period of post-midlife, e.g., impacts of single households, lengthened employment, in the way that researchers such as Helena Lopata or Vern Bengtson did in regards to new understandings of widowhood or inter-generational relations among earlier cohorts. Is this criticism that gerontology continues to foster a “declinist” view warranted, or is gerontology changing to reflect the new realities of later life? Some support the latter claim by presenting evidence of changing curricula and new internship/practicum opportunities with older adults at many stages of late adulthood and note the growing body of research on the boomer cohort as providing new insights into the lengthened aging experience. Research on “active aging,” age-friendly planning, health and wellness all reflect a changing focus of gerontology education. In this lively symposium, two faculty members, one with many years of teaching experience, one just beginning her teaching career, will debate the premise that gerontology continues to foster a “declinist” view of aging. Moderated by a seasoned faculty member, and allowing for audience questions, this debate offers AGHE members the opportunity to look deeply at our discipline and its future.

**Objective 1:** After attending this session, participants will be able to argue for or against the position that gerontology continues to foster a “declinist” view of aging.

**Session Number:** 50

**Session Title:** Symposium

**Abstract:** Evaluating Ageism in Undergraduate College Students: Findings From a Multi-University Study  
*Tina M. Kruger, M. A. Guest, Graham D. Rowles*

Thursday, March 9, 2017; 3:30:00 PM-5:00 PM

**Abstract Body:** Gerontophobia and ageism permeate culture and consciousness. Research over an extended period has indicated that these twin pillars of prejudice--fear of our own future selves (aging) and discrimination against older adults --are endemic, highly resistant to change and manifest in ever more subtle ways. There is a growing literature suggesting that young people are among those who manifest gerontophobia and ageism. In particular, this is the case with college students, in part because

they tend to have limited day-to-day contact with older adults. There is strong evidence that people tend to distinguish between their image of older adults (such as their grandparents) whom they know personally and older adults as a category. This project was designed to investigate undergraduate students' images of aging and old age. In this symposium, we present initial results from work of the Gerontological Literacy Network, a multi-year, multi-university initiative aimed at exploring college students' perceptions. In the first presentation, Graham Rowles will explore theoretical ideas underpinning perceptions of gerontophobia and gerontological illiteracy and how they reinforce ageism, particularly among college students. Next, Aaron Guest will share data from college students' drawings of what aging means to them, highlighting key themes including the life course nature of aging, assumptions of frailty and decrepitude, and overrepresentation of men in images of aging. Finally, Tina Kruger will present a comparison of words college students associate with 'older person' and 'grandparent', focusing on the negative valancing commonly linked to the general category of older adults versus the more positive valence of words associated with a specific, known older person – a grandparent. Through this symposium a deeper understanding of college students' perceptions of aging and aging will be developed, providing key insight for gerontology instructors regarding the mindsets of students in their courses and highlighting the need to work toward creating a more gerontologically literate society. Objective 1 (Required): After attending this session, participants will be able to describe the ways in which college students express ageism in their perceptions of aging and older adults. Objective 2: After attending this session, participants will be able to explain how hand-drawn representations of aging may be used to explore college students' beliefs about aging and older adults.

**Objective 1:** After attending this session, participants will be able to describe the ways in which college students express ageism in their perceptions of aging and older adults.

**Objective 2:** After attending this session, participants will be able to explain how hand-drawn representations of aging may be used to explore college students' beliefs about aging and older adults.

**Objective 3:**

**Session Number:** 55

**Session Title:** Global Gerontological Education: Program Models of Aging-Related Curriculum

**Abstract:** Perception of Aging Among College Students: A Comparative Study Between U.S. and Taiwan  
*Chih-ling Liou*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** During the past decade, scholars have become increasingly interested in conducting cross-cultural studies to understand ageism from a comparative perspective. While the majority of previous research suggests that the western cultures hold much more negative attitudes and beliefs about elders than eastern cultures, more recent findings suggest that the two may not be so different (Luo, Zhou, Jin, Newman, & Liang, 2013). There are not only the mixed findings from studies, but most studies have been quantitative in nature; thus, it has been difficult to assess the perspective of undergraduate students with regards to aging and elders (Ewen & Brown; 2012; Jo & An, 2010). According to Barrett and Cantwell (2007; 2008), using sketches from students can involve less participants' conscious

opinions and may provide a more accurate reflection of attitudes. The aim of this study was to use undergraduate students' drawings from the U.S. and Taiwan to explore their views of aging. A convenience sample of 128 Taiwanese and 124 U.S. students was used. Findings from the drawings showed the following three main themes: (1) aging comes with physical decline; (2) aging changes (increases or decreases) relationships with others; and (3) aging is a stage of life. Although the majority of students from both countries demonstrated that was associated with physical decline, the U.S. students' drawings focused on decline in hospitals and nursing homes; whereas Taiwanese students focused on getting wrinkles, wearing glasses, or needing devices. With respect to relationships, U.S. students focused on aging as enhancing relationships with grandchildren; whereas Taiwanese students focused on being alone. 35% of U.S. participants viewed aging as a linear development process, whereas 6 % of Taiwanese students viewed it as a life stage. The majority of students' sketches showed a mixed attitude with more than one theme and involved both positive and negative perspectives. This study adds on to the existing literature that the influence of different culture on students' perceptions of aging remain prevalent. Further, knowledge derived from this study can be used in the further development of international gerontology courses and in exchange programs for both students and professors to lessen or correct ageist stereotypes over time.

**Objective 1:** After attending this session, participants will be able to discuss similarities and differences of the perception of aging among college students from the United States and Taiwan.

**Session Number:** 55

**Session Title:** Global Gerontological Education: Program Models of Aging-Related Curriculum

**Abstract:** Global Gerontology Education – Five-Year Lessons Learned from A Taiwan Study Abroad Program on Aging, Culture, & Silver Health Care *Su-I Hou*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** Global aging issues impact community health in our own backyard. This session discusses five-year lessons learned (2011-2015) from a Taiwan Study Abroad (TW-SA) program on aging, culture, & silver health care. The program encourages cross-cultural perspectives on educating our new generation of professionals in this rapidly aging world. The TW-SA program is a short-term academic summer program to bring U.S. students to Taiwan. Students enrolled in two courses (6-credits), Culture & Health, and Public Health & Aging. Over the 5 years, a total of four TW-SA groups with over 54 faculty and students from the U.S. participated. This program partners with multiple universities, hospitals, long-term care facilities, government agencies, and local communities. American and Taiwanese students shared the joint classroom and immersed in various field experience. This session highlights 6 senior living and healthcare models (3 community-based, 2 institutional-based, and 1 mixed models). Students stayed at the largest private-funded senior health and culture village in Asia, which featured continued care facilities connecting to a comprehensive hospital system and an on-site nursing home (mixed model). Creative model and designs on how culturally-tailored strategies and interdisciplinary aging care can be applied will be showcased: (1) a community-based innovative non-profit nursing home, (2) a community-based residential and day care senior village, (3) a community active learning senior center, (4) a large government-sponsored institutional-based senior center, and (5) a hospital-based

interdisciplinary geriatric care ward. The session will discuss how the various models and cultural strategies address the changing needs and conditions among older adults. The program has an official Facebook social media page serving as a critical communication platform to engage students generating, exchanging, and reflecting on new knowledge and experience gained. Sample quotes will be shared to demonstrate internalized and cross-culture learning. This TW-SA program has implications on providing global perspectives towards gerontology curriculum, programming, research, and partnerships.

**Objective 1:** After attending this session, participants will be able to: Discuss cultural influence on institutional vs. community models of senior living arrangement in Taiwan

**Objective 2:** Describe culturally-tailored silver healthcare services and programs for older adults in Taiwan

**Objective 3:** Gain deeper appreciation on the impact of culture immersion and experiential learning on promoting internalized learning

**Session Number:** 55

**Session Title:** Global Gerontological Education: Program Models of Aging-Related Curriculum

**Abstract:** Bridging Knowledge: A Collective Undergraduate Thesis Development Approach in Turkey  
*Jason K. Holdsworth, Özgür Arun*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** While there are various approaches to gerontological and geriatrics education globally, a component commonly included in undergraduate education is a final thesis project. The Department of Gerontology at Akdeniz University in Turkey has undertaken a unique approach to thesis development that values and draws on accessing the greater expertise and knowledge of faculty and students through joint collaborations. During the first semester of their final year, gerontology students identify a faculty advisor. Faculty advisors gather their group of thesis students for mini colloquiums and discuss the main principles in preparing proposals. Students prepare an initial proposal in coordination with their advisors and share their ideas in mini student-faculty colloquium settings. Subsequently, faculty members jointly coordinate larger colloquiums once a month providing students the opportunity to present their developing proposals for evaluation in a larger group setting. In this way, students and faculty alike benefit from a broader wealth of strategies in overcoming empirical and theoretical challenges of research. Students finalize their proposals by the end of the first semester. The second semester begins with fieldwork. In a similar fashion, fieldwork is overseen within the mini colloquium settings and later as research progresses, students and faculty come together in the context of larger colloquiums, providing students a wider venue for critique of their work. Thus, by bridging knowledge of multiple faculty and students, thesis projects are not only the responsibility of one student and their individual advisor, but of the collective faculty-student community. At the conclusion of the final semester, students present their research during a full-day poster session open to the local academic community.

**Objective 1:** Objective 1: Recognize the value of collaboration in research.

**Objective 2:** Objective 2: Recognize six steps of a collective approach in bachelor's thesis development.

**Objective 3:** Objective 3: Learn how to collectively engage students in two semesters of applied coursework.

**Session Number:** 60

**Session Title:** GSA Presidential Symposium

**Abstract:** Are You Sure You are Not a “Policy Person?” Public Policy and Gerontological Education *Tara McMullen, Rona Karasik, Amy J. Plant, Phyllis A. Greenberg, Daniel Van Dussen*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** Myth: You are either a “policy person” or you are not. Reality: Despite what many students (and faculty) might think, public policy impacts every aspect of gerontological education. The AGHE Public Policy Committee, which has historically focused on legislative and regulatory issues that influence the field and study of aging, is expanding its focus to explore what policy means to future gerontologists, classroom curriculum, social participation, and development of future policymakers. As the field of aging transforms into a true interdisciplinary study, cultivating future policy-focused gerontologists is essential. In this AGHE Public Policy Committee sponsored symposium, Senior Analyst and Committee Co-Chair Dr. Tara McMullen will discuss the linkages among policy and the field of gerontology. Dr. McMullen will address how policy-related issues underpin the study of aging and why discussion of policy in the classroom is influential to the field of gerontology. Dr. Daniel Van Dussen and Amy J. Plant will discuss some of the methods and current curriculum used at their university and in their classrooms to enhance the quality of academic learning about later life issues and policy interpretation in an interdisciplinary format. By integrating meaningful community service in a collaboration with the local probate court to address immediate needs in the local community, we can help students better understand the implications that policy has at the local level and in the everyday lives of the older adults we serve. Dr. Phyllis Greenberg, veteran aging policy educator, will address some of the barriers and challenges associated with engaging students in a deeper understanding of policy issues and will offer a new perspective on making public policy come alive in the classroom. Finally, the AGHE Public Policy Committee Co-Chair and reformed “non-policy person” Dr. Rona Karasik, will discuss the challenges and opportunities associated with introducing non-policy oriented gerontology students to the impact a wide range of social policies have not only on the life course, but on resulting social inequities in later life. Throughout and following these presentations, we hope to stimulate a lively discussion about the broader role of public policy in gerontological education.

**Objective 1:** After participating in this session, participants will be able to identify and leverage policy-related issues in the classroom to promote critical thinking and awareness of this.

**Session Number:** 65

**Session Title:** Symposium

**Abstract:** Teaching Taboo Topics: Mental Health Issues and Aging *Hallie E. Baker, Pamela P. Brown, Colleen R. Bennett, Shannon Mathews, Kelly Niles-Yokum*

Thursday, March 9, 2017; 3:30 PM-5:00 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.” This symposium answers these questions by exploring five areas: The initial presentation focuses on working with future healthcare workers to educate them about the ageist attitudes among health practitioners. By bringing out the bias within the field, including current statistics about the under-diagnosis of depression and other mood/anxiety disorders in those 65 and older, the lesson prepares them to become advocates for their future clients. The second presentation focuses on introducing students to the multiple causes of hoarding behavior is addressed via an activity linking photos/cases to research. Students may be familiar with hoarding via popular television series such as “Hoarders,” “Hoarding: Buried Alive,” and “Confessions Animal Hoarding,” but, they may be unfamiliar with the mental disorders which may cause older adults to hoard including dementia, Obsessive-Compulsive Disorder, Senile Breakdown (Diogenes Syndrome), Major Depressive Disorder, schizophrenia/psychotic disorders, cerebrovascular disease, or Autism Spectrum Disorders. The third presentation will focus on the utilization of a case-based interdisciplinary approach to examine the need for cultural context as it relates to the mental health issues experienced by some African Americans, Hispanic and Asian elders. Mental health issues cannot be discussed in the classroom without providing some attention to the diversity in aging and the “taboo” of mental health as it relates to the experiences of some elders within minority populations. The fourth presentation examines how terms like crazy, nuts, bonkers, and wacko are often used colloquially in our daily interactions to describe people, place, politics, Internet memes, and much more. When discussing aging and older adults, students may bring their own misconceptions to our courses, conflating normal aging and mental illness. It is critical to impart an understanding of the weight these terms carry when teaching future professionals in the field of aging. The final presentation is framed around an exercise in an ethics and aging course that addresses issues of sex and competency in residential care settings. Using a case to examine ethical dilemmas and taboo topics students apply a six-step decision making process to help guide them and sort through taboo topics in a systematic way through the application of decision-making principles to ethical issues in everyday practice.

**Objective 1:** Inform attendees about mental health issues surrounding older adults.

**Objective 2:** Discuss positive methods of engaging students about mental health issues which might be uncomfortable for them to talk about.

**Session Number:** 70

**Session Title:** Using a Gerontological Lens: The Importance of Embedding Aging in Curriculum

**Abstract:** What About Aging? Perspectives From High School Teachers and Students on Integrating Aging Content Into the High School Curriculum *Tracy Davis, Amanda Soka*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**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 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 reality of childcare via the RealCare Infant Baby Care Simulator. Ostensibly, these programs are designed to prepare students with skills to navigate real life. While aging is a natural part of life and should be prepared for, seldom do high school students learn about aging through high school curriculum. Including educational programming on aging in high school curriculum will help students understand and prepare for their own aging, increase knowledge and awareness about aging opportunities and challenges and possibly 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. To date, a total of three focus group sessions with students have taken place, however, study enrollment will continue until we have conducted focus groups with approximately 100 students and 100 teachers. Data was collected using a semi-structured focus group questionnaire. Preliminary findings indicate that current high school curriculum does not contain aging content. Findings from this research will aid in the development of educational programs on aging suitable for incorporation into high school curriculum.

**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:** Identify the barriers that preclude high school teachers from including aging education into the curriculum.

**Session Number:** 70

**Session Title:** Using a Gerontological Lens: The Importance of Embedding Aging in Curriculum

**Abstract:** Increasing Civic Engagement in the Gerontology Program at a Public Affairs University *Lisa C. Hall*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** Missouri State University (MSU) became a Public Affairs institution upon the signing of Senate Bill 340 in 1995. This mission, in part, drives faculty to “educate our students to imagine the future” (<http://publicaffairs.missouristate.edu/About.htm>). MSU has had a Gerontology Program since 1980 and in 1999 its coordinator published an article entitled *The Practicum as Service Learning*, which argued that MSU’s gerontology practicum and senior seminar were designed to exceed the pedagogical model of experiential learning. The service learning approach, he argued, accomplished many of the goals of Community Engagement, which is one of the three pillars of the university’s Public Affairs mission. In 2016, a public sociologist was hired to become the program’s coordinator. She seeks to increase civic and community engagement, not only through the practicum, but also in the overall

curriculum, in the students' Gerontology Club and through community based research. This paper will provide an overview of civic engagement, an analysis of the current Gerontology program curriculum, and a vision for the future of a more civically engaged program.

**Objective 1:** By attending this session, participants will be able to assess the degree to which their program is civically engaged.

**Objective 2:** By attending this session, participants will be able to begin to set goals to increase civic engagement in their program.

**Session Number:** 70

**Session Title:** Using a Gerontological Lens: The Importance of Embedding Aging in Curriculum

**Abstract:** A Curricular Strategy Addressing an Unmet Need: Making the Biology of Aging an Accessible Part of Interdisciplinary Gerontology Education *David J. Waters*

Thursday, March 9, 2017; 3:30 PM-5:00 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:** Using a Gerontological Lens: The Importance of Embedding Aging in Curriculum

**Abstract:** Vertical Mentoring for Student Success in Aging/Gerontology *Brianne M. Stanback, Chantelle Sharpe*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** Students interested in pursuing higher education beyond their undergraduate degree typically have questions about the application process, the necessity of graduate school, and financing additional training. Realizing the need to have more opportunities for undergraduates to get answers to their questions was one of the reasons to add an event, Answers and Advice, to Careers in Aging Week activities. The event utilizes vertical mentoring between undergraduate mentees and graduate student mentors. Because college students are increasingly encouraged to self-initiate their progress and partner in their success, vertical mentoring can be an important complement to established practices, programs, and events. Vertical mentoring refers to a mentoring relationship traditionally in the context of student and teacher, distinguished from horizontal mentoring on a peer-to-peer level (Nakamura, Shernoff, & Hooker, 2009). It can benefit both mentees and mentors because the interaction can validate the experience of the mentor and provide them with valuable practice communicating with undergraduates, a skill needed in most faculty positions. For the undergraduate mentees, vertical mentoring creates a safe environment to ask questions and discuss decision making. In considering the benefits, Answers and Advice attempts to transmit knowledge to undergraduates while helping them see their teaching assistants and other graduate research assistants as resources. The presentation has three distinct features. A detailed discussion of vertical mentoring and its practice will be addressed as well as a brief review of its use throughout higher education. An overview of Answers and Advice as an example event designed to use vertical mentoring will be provided, with resources for how to replicate the event to suit different academic programs and campuses. Finally, to illustrate the versatility of vertical mentoring, ideas for many kinds of programs and events will be given, including development of vertical mentoring in undergraduate research, orienting new students to campus and campus resources, and partnering recent alumni with graduating students to ease the transition from being an undergraduate student to their next destination. Vertical mentoring may be an important tool, especially for a program in aging and gerontology, to demonstrate the value of the program to existing and prospective students.

**Objective 1 (Required):** After attending this session, participants will be able to define peer-to-peer mentoring in higher education and the benefits of peer-to-peer mentorship through understanding the Answers and Advice event's use of vertical mentoring.

**Objective 1:** After attending this session, participants will be able to define peer-to-peer mentoring in higher education and the benefits of peer-to-peer mentorship through understanding the Answers and Advice event's use of vertical mentoring.

**Objective 2:** Using the information and example event, participants will be able to plan and implement similar events or programming incorporating vertical mentoring.

**Session Number:** 75

**Session Title:** Workshop - 45 min

**Abstract:** Interprofessional Team Building: The Future of Education in Aging *Susan Tebb, Marla Berg-Weger, Cara Wallace, Max Zubatsky, Daniel Stewart*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** Collaborative geriatric interprofessional care is the future and that is NOW! Believing this, students need safe and supportive opportunities to practice team skills. Geriatric Case Competitions challenge and stimulate students to move beyond discipline-specific learning to experience how person-centered team efforts optimize care of older adults. “Interprofessional collaborative practice is when two or more professions work together to improve the safety and quality of the work ...—planning for it ahead as opposed to it just [happening],... involv[ing] intentional education, effective communication, and understanding each other’s values and ethics”<sup>1</sup>. Older adults receiving team care report feeling more satisfied with their primary care than those without a team approach<sup>2</sup>. Recognizing interdisciplinary education as a ‘necessary step’ toward meeting health needs and improving outcomes<sup>3</sup>, a number of barriers exist in providing interprofessional opportunities within academic settings, such as cost, coordination, and overcoming differing professional cultures<sup>4</sup>. Geriatric case competition is a planned experience for students to learn about other professions, encourage more to enter the geriatric field, and include patients and family in team decisions. Students learn in a “friendly” competition that working as a team can improve patient health status. Students from health care professions are assigned to a 4-6 member interprofessional team and receive their competition tasks, patient/family chart information based on a standardized case, roles of coaches, judges and information about delivery of presentation. With support from faculty mentors, teams work over several weeks to develop a plan of care. In the formal presentation, teams are judged on the quality of their plan and the interprofessional collaboration of the plan. Our first competition was winter 2016, followed by a second (fall 2016). Students shared that they enjoyed the challenge and experience of working with peers from other professions. Faculty were impressed with the quality and reported: “this is what we want our students to do – take this geriatric experience and think about how they can use it in their future roles to become change agents and improve care for older adults.” This workshop will introduce the logistics of geriatric case competitions, involve attendees in a mini-case competition experience and address ways this type of interprofessional education experience might be introduced into curricula. We hope each attendee will take away the message that “interprofessional collaboration is the achievement of goals that cannot be reached when individual professions act on their own”<sup>5</sup>.

**Objective 1:** By the end of the session, participants will gain knowledge of current research on interprofessional education and practice in geriatric care.

**Objective 2:** By the end of this session, participants will gain skills to support students in offering collaborative interprofessional geriatric care competitions.

**Objective 3:** By the end of this session, participants will gain insights into the benefits interprofessional geriatric care offers patients, their families and the health care field.

**Session Number:** 75

**Session Title:** Workshop - 45 min

**Abstract:** Utilizing Continuing Education Innovation in the Classroom: Project ECHO in Geriatrics  
*Catherine Carrico, Christine McKibbin*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** Project ECHO is an innovation in continuing health professional education that has revolutionized the way in which medical knowledge is maintained and disseminated (Aurora et al., 2014). The University of Wyoming ECHO in Geriatrics is one of many ECHO networks around the world working to create a virtual community of practice through which practitioners build expertise of a certain condition through regular consultation with a specialty team as well as a network of colleagues. Project ECHO was created by Sanjeev Aurora, MD in an effort to address a significant shortage of physicians trained to treat Hepatitis C in New Mexico. Through weekly case consultation and didactic presentations, Dr. Aurora and an interprofessional team co-manage complex patients among rural providers. Outcomes from the Hepatitis C ECHO reveal that treatment response rates were as successful for ECHO-trained physicians as for those receiving care at an academic medical institution (Aurora et al., 2011). Currently, the model has been replicated for nearly 30 conditions in 22 states and 5 countries and counting. To date, Project ECHO has primarily been utilized as a model for continuing education of interprofessional healthcare professionals. However, the Project ECHO model shows promise as an effective teaching tool for geriatrics and gerontology undergraduate and graduate education. The University of Wyoming Center on Aging has utilized the UW ECHO in Geriatrics as a tool for geriatric education of health profession students via several modalities. Recently, an elective course was organized that incorporated regular attendance to the online UW ECHO in Geriatrics sessions. This experience provided real cases for the class to discuss and provided the basis for education in multiple concepts of interprofessional team dynamics and geriatrics/gerontology (i.e. Alzheimer's disease, polypharmacy, care transitions, etc.). A total of 15 students participated in the UW ECHO course including students from 6 health professions. Evaluation data to support the feasibility of Project ECHO for Interprofessional education will be shared. Students rated this experience as valuable and suggested many ideas for ways in which ECHO networks could be used throughout health profession education. This workshop will feature a viewing of a UW ECHO in Geriatrics case discussion, examples of discussion questions for the classroom, and sharing of example assignments that could be utilized when using Project ECHO as a teaching tool.

**Objective 1:** After attending this session participants will be able to identify how to utilize Project ECHO as a tool for interprofessional education in geriatrics and gerontology.

**Session Number:** 80

**Session Title:** Workshop - 90 min

**Abstract:** The Internet of Things: Designing Environments to Improve Quality of Life in Traditional Homes *Chuck Robertson*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** The Internet of Things (IoT) is exploding and offers many opportunities to improve the quality of life for older adults. Some advances create a general homelife that makes living simpler or more robust and enjoyable. Other advances can help overcome issues such as mobility, vision, and memory problems to allow older adults to live independently longer and provide some safety and adaptability features to improve quality of life. After sharing some possibilities for how the IoT may be implemented in homes (thermostats, lighting, garage doors, weather, appliances, etc.), we will have an opportunity to design environments for a variety of personas with different issues in small groups.

**Objective 1:** Participants will be more aware of advances in the Internet of Things and will be able to list items that could be used to create more adaptable homes or assisted living facilities.

**Objective 2:** Participants will be able to design improvements in homes for specific issues related to aging (i.e. mobility issues, vision issues, etc).

**Session Number:** 85

**Session Title:** Workshop - 90 min

**Abstract:** Charrette Planning for Age-Related Design: Miami Case Study: Part I *Margaret A. Perkinson, Alan DeLaTorre, Maria L. Claver, Iveris L. Martinez, Rachel Browne, Melissa Cannon, Jan Jukema*

Thursday, March 9, 2017; 3:30 PM-5:00 PM

**Abstract Body:** AGHE's Environmental Design Committee proposes to continue its tradition of offering a two-part charrette focused on the design needs of an environment/facility for older adults within the conference host community. The charrette will be highly interactive, utilize a service-learning approach, reach a new audience of potential attendees, and engage attendees directly in the charrette process. The development of supportive environments for older adults demands collaborative efforts of interdisciplinary, design-savvy teams sensitive to age-related needs. The proposed charrette, encompassing two time-compressed planning workshops, offers a mechanism for conference attendees to engage in an interprofessional design team that will identify the presence or absence of age-friendly features of a designated environment and create a growth plan targeting those features. Reflecting a community-based approach, local stakeholders [e.g., resident(s), family caregiver(s), staff member(s), city planner(s)], will be invited to join AGHE conference participants in a series of discussion feedback loops in which design-related modifications are proposed, reviewed, revised, and re-presented for further review. Through handouts and discussion, the workshop will provide concrete examples of each stage of the charrette process, focusing on a local housing facility/environment and its aging-related design issues. Participants will take a "virtual tour" of the facility/environment, in which organizers of the charrette will review images of relevant spaces within and outside the facility/environment. Two or three relevant and realistic design issues (e.g., modifying the physical environment to increase social interaction and/or enable physical activity) will provide structure for subsequent small breakout group discussions. Attendees will divide up into small groups, focus on one or more of the spaces illustrated in

the virtual tour, identify possible “age-unfriendly” aspects of that space, and suggest ways to modify the space from their respective perspectives (e.g., architect, cognitive psychologist, graphic designer, gerontologist). Participants will have the option to reconvene during the interim between workshops to continue discussions, perhaps with input from “consultants,” e.g., tapping other conference attendees and community members with relevant expertise for their suggestions and feedback. The small groups will reconvene at the subsequent workshop #2 to continue the discussion feedback loop. This mini-charrette continues the Environmental Design Committee’s long-range plan for continued charrette workshops at the 2017 IAGG meetings and beyond. 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.” (Supported by Ankrom Moisan, Architects.)

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

**Objective 2:** To demonstrate skills and hands-on experience in working in interprofessional design 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:** 90

**Session Title:** Poster Session 1

**Abstract:** Mapping Higher Education in Gerontology/Geriatrics and Academic Research in Ageing Across the United Kingdom. *Christos Pliakos*

Thursday, March 9, 2017; 7:00 PM-8:30 PM

**Abstract Body:** There is growing recognition across the United Kingdom of the need to offer a more ‘gerontologised’ education towards the respective demand of preparing future professionals to respond to the challenge of the ageing population. The paper reports the results of a scoping study with the aim to explore, chart and present a. the extent of educational programmes in gerontology/geriatrics offered by the UK universities and b. the volume of academic research institutions/centres/groups within universities focused exclusively on ageing issues. Findings suggest a significant number of 42 educational programs in gerontology/geriatrics that lead to 84 degrees (level 6 and 7) offered by UK universities and 45 associated academic centres conducting research on ageing. It appears that established gerontological education in UK has mostly health-medical and rather less social or multidisciplinary orientation due to the fact that 74 percent of the programs being noted as health-focused and an impressive 38 percent among them focused exclusively on dementia. The study concludes to a practical guide (GEAR), in gerontology/geriatrics on the benefit of academics, students, present and future professionals or any other interest parties.

**Objective 1:** mapping current situation of UK Higher Education and associated academic research within the field of gerontology/geriatrics to inform audience

**Objective 2:** introducing a practical guide (GEAR), [www.thegear.info](http://www.thegear.info), with the aim to present permanently up to date information, accessible to the public on the educational options in gerontology/geriatrics and academic research in ageing across the UK

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Global Partnerships: The Importance of International Collaborations in Efforts to Meet the Needs of Elders in the Developing Nation of Belize *Leah Henry*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** According to the Belize Health Sector Strategic Plan for 2014-2024, geriatric health is one of two areas that are traditionally forgotten even though demographic data point to problems that need to be addressed. With gradual increases in life expectancy of the population above 60 years of age, as a percent of the overall population, come increasing needs and demands for health services. In Belize notable challenges in regard to health of the elderly include: prevalent problems of hypertension and diabetes in this population lead to higher health care utilization rates and higher health care cost per capita; current health services cannot meet demands of the population; there is no social pension in Belize - the only financial assistance is a \$100.00/mo "non-contributory pension"; the elderly often do not have necessary social support at home at a time when most in need. Common challenges of elders in Belize include medication compliance, lack of income, and limitations in mobility; these problems pose huge challenges for the elderly, and health services are often not geared towards meeting the specific needs of this population. Whereas, the constitutional responsibility for the delivery of health services to the population lies within the Ministry of Health, the Ministry of Health recognizes that to successfully achieve the level of wellness desired for population, there must be shared responsibility with other partners. Thus, by acknowledging that health is a social product and health problems stem directly and indirectly from root social and economic determinants, it is fundamental to engage other social partners. The Belize Minister of Health notes that "strengthening partnerships ... remains an area that needs to be developed." In addition, it has been noted that "The country's participation in international groupings in Central America, the Caribbean, and the wider 'global village' facilitate the achievement of MDG8 (a global partnership for development). In accordance with these beliefs, the country of Belize has established formal relationships with a number of international socio-political and humanitarian organizations in order to facilitate the meeting of public health goals. Included among these international collaborations are: World Health Organization, Pan American Health Organization, United Nations, HelpAge International, the US Centers for Disease Control and Prevention, among others. This poster explores the nature of these partnerships and specific ways in which various organizations provide support to the elderly population of Belize. The impact and importance of such collaborations in developing countries is explored and discussed.

**Objective 1:** Cite at least three international organizations that provide collaborative support for the meeting the health and well-being goals of the elderly population of Belize.

**Objective 2:** Identify goals of the Belize Health Sector Strategic Plan that are supported by global collaborations, and the ways in which they work.

**Objective 3:** Discuss the importance of global cooperation in meeting the health and well-being goals of elderly populations in developing countries.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Creative Course Design of an Undergraduate Certificate Program in Applied Gerontology in Taiwan *Feng-Hwa Lu*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** Background: In 2014, we created an undergraduate certificate program in applied gerontology focusing on how to fulfill the needs of older persons in food and nutrition, clothing and footwear, housing, mobility and transportation, lifelong learning and senior education, and leisure activities. The idea of creative course framework came from the challenges of educating graduate students with diverse undergraduate education. Students with undergraduate degrees in psychology, education and sociology had little context knowledge about geriatric medicine and health care. On the other hand, students with undergraduate degrees in paramedics and medicine had little exposure to social sciences and senior educations. How to train undergraduate students with different academic background in a coherent, integrated and multidisciplinary curriculum created unique experiences for both the students and teachers. Aim: to present the design of the course framework of a new undergraduate certificate program in Taiwan in order to share experience and to get feedback from other institutes and countries. Methods: The design of the course framework is created by three times of the brainstorming meeting with all faculties of the Institute of Gerontology, Medical College, National Cheng Kung University, Taiwan. The goal of the program is to have a new, integrated, and multidisciplinary curriculum, instead of recombination of existing courses only. We explore issues from the perspective of needs among the elderly and how their needs could be met in this proposed undergraduate certificate program in gerontology. For advertising our courses, we were posting our poster to all departments of our university mainly. We also use online social network services to spread information of the course. Results: The program has one required course and six elective courses. Each course has three credit hours. To get a certificate, students need to finish one required course and at least 4 elective courses. Most of the faculty are invited from our university and affiliated hospital. We had 44 students from 12 departments in 2014 and had 89 students from 23 departments in 2015. Students in our university are more and more known this program. Most of the students satisfied the program. One student who was enrolled as our graduated student in 2016 already finishes the program and got the first certificate. We expect number of students and departments will be increased. Conclusion: The integrated multidisciplinary training enhanced our students' abilities to work as a team and become better communicators with team members.

**Objective 1:** After reading this poster, participants will be able to know the unique course framework of the undergraduate certificate program in applied gerontology in Taiwan

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Bringing Careers in Aging Week to a Campus and Community *Mary Jo Larcom, Shiloh Erdley-Kass, Marion Mason*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** This year, Bloomsburg University of Pennsylvania held its first Careers in Aging Week (CIAW). The week's events focused on bringing awareness to the value and needs of older adults in the community. One event was the ACE ("Advocacy, Connections, and Empowerment") for Older Adults: Career/Community Expo. The goal of this event was to connect students interested in careers working with older adults to professionals currently in fields focused on meeting the needs of older individuals in the community and promoting healthy aging. Representatives from 9 local agencies/organizations attended, informing students about career and volunteer opportunities working with older adults. These agencies/organizations ranged from the local Area Agency on Aging to home health and skilled nursing care facilities to a health/fitness center having exercise programs geared toward older clients. Seventy-three undergraduate students from various majors (e.g., nursing, audiology/speech pathology, biology/pre-med, psychology, social work, business management/marketing, education, etc.) attended the expo. Eighty-five percent (N = 40) of 47 student attendees surveyed agreed or completely agreed with the statement, "Attending this event helped me to learn about careers which are focused on meeting the needs of older adults and promoting healthy aging." Approximately 83% (N = 39) of students surveyed agreed or completely agreed with the statement, "I found it beneficial to meet representatives from community organizations that work to meet the needs of older adults and promote healthy aging." Qualitative data were also collected by asking students what they learned from attending the event. Responses focused on themes of increased awareness of career and volunteer opportunities in aging-related fields as well as the growing need for individuals who specialize in meeting the needs of older adults as the population ages. Another event for CIAW was a documentary film followed by a panel discussion. The screening of the documentary, *When Did I Get Old? Reflections on Aging Today*, was held at a community center and attended by university students, faculty, and members of the community. The film explored how perception, purpose, place, and prevention are integral aspects of successful aging. After the film, the panel, which included 2 retired community residents, the president/CEO of the local United Way, a health and wellness practitioner, a faculty member from the Social Work Program, and a university student, and audience members discussed how the community could work together to best meet the needs of its older residents and promote healthy aging.

**Objective 1:** After attending this session, participants will come away with ideas on how to implement community resources to educate undergraduate students on careers focused on meeting the needs of older adults and promoting healthy aging.

**Objective 2:** After attending this session, participants will learn about the importance of perception, purpose, place, and prevention as they relate to successful aging.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** 10 Principles for an Age-Friendly University (AFU) *Joann M. Montepare, Kimberly Farah*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** Rapidly shifting age demographics have called for more age-friendly living environments that address the needs of an increasingly age-diverse population. Communities have responded to this call using guidelines developed by the World Health Organization (WHO) to evaluate the extent to which aspects of their physical and social environments are age-friendly. Institutions of higher education reflect a sub-community whose time has also come to consider the extent to which they are addressing the needs of students of diverse ages, along with providing guidance to researchers and community partners about aging issues. Presently, the vast majority of students enter their professional and personal worlds with negligible information about aging. Moreover, colleges and universities are becoming destinations for significant numbers of older students who either wish to formally pursue encore careers, upgrade work skills, or participate in lifelong learning and adult education for personal interests. How can institutions of higher education evaluate the extent to which they are age-friendly environments? A critical first step is to have a set of criteria in hand. This poster will describe the 10 Principles for an Age-Friendly University (AFU), recently developed by an interdisciplinary team formed in 2012 under the leadership of Irish Taoiseach Enda Kenny and Dublin City University (DCU) President Brian MacCraith, and endorsed by universities in Ireland, the UK, Canada, and the USA, as well as the Association for Gerontology in Higher Education (AGHE). Like age-friendly communities, age-friendly universities aim to enable older adults to participate fully in activities that promote positive and healthy aging, and to treat individuals of all ages with respect. In addition, age-friendly universities call attention to the need for institutions to support aging research by including older adults in research initiatives and by developing research agendas that are informed by the diverse needs of an aging society. Moreover, age-friendly universities advocate for greater age-diversity and inclusion across disciplines and departments and a breaking down of age-segregation. Bringing younger and older learners together around educational goals of mutual interest, engaging in collaborative teaching and learning experiences, and building intergenerational solidarity are all actions linked to social-psychological actions known to reduce prejudice and discrimination. Hence, these principles offer a well-conceived guiding framework that institutions of higher education can use to review existing programs and practices, identify challenges and gaps, explore solutions to reduce ageism, and prepare for an age-diverse world.

**Objective 1:** After attending this poster, participants will be able describe the components of an age-friendly institution of higher education.

**Objective 2:** After attending this poster, participants will be able to map out the extent to which their institutions are age-friendly.

**Objective 3:** After attending this poster, participants will have information to bring back to their institutions about becoming more age-friendly.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Teaching MSW Students About Social Work in the Third Age—A Partnership Between the University of Nebraska at Omaha and the Universidad Nacional Autónoma de Nicaragua, León *Nancy Kelley, Ann Coyne*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** As throughout the world, the aging population--the Third Age--in Latin America, including Nicaragua, is expected to increase dramatically during the first half of this century. Also similarly, Nicaragua is experiencing shortages of gerontologically trained professionals, including social workers. This presentation communicates the experience of teaching about social work practice with older adults to MSW students at the Universidad Nacional Autónoma de Nicaragua, León (UNAN-Leon). This class was taught by faculty from the University of Nebraska at Omaha (UNO) to the inaugural cohort of MSW students in Leon who will be community professionals throughout Nicaragua and/or faculty teaching social work courses at UNAN-Leon. This presentation describes the curriculum content covered in this course and how it integrated cross-national comparisons between Nicaragua and the United States, global aging issues, and evidence-based gerontological social work methods using a culturally-sensitive approach as they relate to the following areas of practice: 1) process of aging from a bio-psycho-social perspective, 2) dementia, 3) elder abuse and neglect, 4) assessment and intervention techniques, and 5) self-care of the family caregiver. The partnership between UNO and UNAN-Leon helped to ensure the inclusion of gerontology in higher education from a global perspective.

**Objective 1:** After attending this session, participants will be able to envision how transnational Universities can partner to ensure gerontological social work training.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Informational Interview: Bridging Students' Perception to the Real World of Gerontology *Man Wai A. Lun*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** This study will examine the effectiveness of an experiential assignment on students' choice of aging career. College students were offered the opportunity to gain an intuitive understanding of work options in the aging field that deepened their perception and enhanced their career choice. The professional informational interview is an experiential learning method that was assigned to students enrolled in the Introduction to Gerontology course during fall 2015. Students were asked to reflect on their experience with the class assignment. Content analysis was used to analyze students' perception of the impact of the informational interview assignment on their field and career choice. Students had positive experiences as the interview helped them gain facts on work in the aging field and they had greater inspiration as well as new perspectives toward professions working with older adults in health and social service fields. The results of the study provided an understanding on the effectiveness of the informational interview as a method to link academic assignments to the real world. The results will also encourage replication of this method by other career majors.

**Objective 1:** Provide insights on how informational interview help college students obtain realistic perspectives toward professions.

**Objective 2:** The results encourage replication of this method by other career majors

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Building Bridges Between College Students and Older Adults Through Innovative Interactive Assignments *Han-Jung Ko*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** Our Institute for Intergenerational Relations was established recently to further promote academic programs of gerontology, develop intergenerational programs, and prepare students for their future careers in the field of aging. The undergraduate Introduction to Gerontology has been the foundation course for the Gerontology Minor; it also is offered as a general education and writing intensive course that attracts students from across the campus. Uniquely, students in our introductory course are now required to interact as with older adults through local Commissions on Aging and care facilities. Moreover, students must interview one older and one middle-aged adult to explore how lifespan experiences affect their development as they age. Some students note that this allows them to see older adults as individuals with positive characteristics more like themselves rather than as unrelated others. Another important course component is voluntary participation in intergenerational programs, including Close Knit Friends, Bridges Together, and Care\*Share\*Connect. Close Knit Friends brings older adults and college students together to learn knitting from each other and to share experiences across generations. Bridges Together invites older volunteers and college students to work on art crafts with preschoolers. Care\*Share\*Connect involves a student volunteer organization assisting older adults' technological needs in nursing homes. For each activity, students write and analyze their experiences to demonstrate their learning. Student feedback indicates these course components tend to deepen their interest in Gerontology, have more positive attitudes towards older adults and aging, and help them apply their new insights in their respective fields of study. Course success includes sufficient instructions to encourage students to step out of their comfort zone, interact with older individuals, and apply their knowledge of aging in the process. Some hindrances include the standard of engagement in each activity, as well as the variation in the depth of each writing assignment. Through this poster presentation, the presenter will share further information about these assignments, the intergenerational programs involved, and additional successes/hindrances with these assignments, along with some ideas about how to revise and improve these course components.

**Objective 1:** After attending this session, participants will be able to know examples of innovative assignments for an introductory course.

**Objective 2:** After attending this session, participants will be able to highlight interactive, volunteer and writing assignments that enhance students' understanding of aging older adults.

**Objective 3:** After attending this session, participants will be able to discuss successes and hindrances to consider when implementing such assignments.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Teaching Forward: Integrating the Future of Aging Into the Gerontology Classroom *Julie Miller*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** The field of gerontology is in the midst of a great transformation. Changes such as delayed parenthood, increased longevity, and the impacts of technology and globalization are just some of the many trends disrupting the demographics of aging. Other disruptive demographics include the fact that for the first time in history, the United States is readying to have more evenly-distributed numbers of older adults as young children (Berkman, 2016). By 2042, the United States will be a majority-minority (US Census Bureau, 2008). If current trends continue, by 2050 someone in the United States will be diagnosed with Alzheimer's disease every 33 seconds (Alzheimer's Association, 2015). And finally, an unprecedented number of older adults are engaging in "productive" activities such as working and volunteering past the age of 65 (Caro & Tull, 2009; Tavares & Burr, 2012). All of the aforementioned facts create opportunities and challenges that call on changes in the public and private sectors, including institutions of higher education training gerontology professionals of tomorrow. The field of gerontology must be predictive rather than only reactive. For this reason, it is crucial that researchers, educators, and administrators understand the implications of changing demographics and trends that affect the field students are entering. More urgently, however, we must swiftly and fluently translate the changing face of aging into gerontology curricula in higher education. This session will integrate the most significant upcoming population-level changes that educators teaching in human services, policy, social work, public health, and gerontology programs should consider in order to teach predictively for the future of aging. The other side of this session will focus on trends and demographic changes impacting students who are currently enrolled or not-yet-enrolled in higher education institutions. In order for educators and administrators to recruit and retain students in gerontology programs, they must understand their students' learning styles, the diversity of their student population, and the strengths and constraints their students are wrestling with before, during, and after their gerontological studies. From this part of the discussion, session participants will be able to plan and execute more effective ways of relating with gerontology students to best prepare them for future careers in gerontology. This session will be an exceptional learning opportunity for novice and seasoned educators, administrators, and researchers interested in teaching forward to the future of aging.

**Objective 1:** After attending this session, participants will be able to describe trends and demographic changes that demand changes in gerontology curricula in higher education.

**Objective 2:** After attending this session, participants will be able to explain challenges and opportunities facing future gerontology professionals who are currently enrolled or not-yet-enrolled in higher education institutions.

**Objective 3:** After attending this session, participants will be able to articulate the implications of this research for educators and administrators of gerontology programs in higher education.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Training the Next Generation of Health Care Workers and Professionals With a Life Span Lens  
*Mary Bowen*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** The primary aim is to discuss the development and implementation of the Graduate Certificate in Gerontology: A Focus on Healthy Aging, a 100% online program developed at West Chester University of PA to train professionals to develop, implement and evaluate programs/policies to promote health in an aging population and to understand key biological, social, psychological, physiological and other factors and processes associated with aging well across the life span. The focus will be one course in particular: A Life Span Approach to Public Health - a multidisciplinary course drawing students from Health, Nursing, Social Work, Exercise Science, Psychology and Nutrition focusing on improving health-related behaviors across the life span to make a substantive contribution to health at low cost and broad applicability. The focus of the course is also to train the next generation of health professionals to work with and for older adults. There is a growing demand for interdisciplinary health-related services and care teams. According to the Bureau of Labor Statistics, from 2004 to 2014, healthcare and social assistance - including private hospitals, nursing and residential care facilities, and individual and family services has grown by 30.3 percent adding 4.3 million new jobs. Employment growth will continue to be driven by increasing demand for healthcare and social assistance because of an aging population and longer life expectancies. Community and residential care facilities for the elderly represent one of the nation's fastest growing industries, a job increase of 45% from 2004 to 2014. Health-related paraprofessional occupations whose clientele will include a high percentage of elderly - such as medical assistants, social and human service assistants, home health aides, physical therapy aides, fitness trainers, personal and home care aides - are among the fastest growing occupations, within the next decade. Thus, it is critical that we 1) develop effective health promotion policies and programs so that we can live longer healthier and 2) train a professional workforce to meet the needs of an aging population.

**Objective 1:** Understand how to facilitate relationships with and train the next generation of interdisciplinary health care workers and professionals in aging use a life span approach in an online forum.

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** The Outcomes of Study Exchange Programs on Global Aging Between Taiwan and USA  
*Tsuann Kuo*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** Study Exchange Programs on Global Aging among universities and organizations between Taiwan and USA had come in different formats in the past few years. The formats could involve

global aging research, internships, faculty and student pair learning via telecommunications, or the actual face-to-face learning on-sites. The purpose of this paper was to evaluate the outcomes of two study exchange programs on Global Aging between Taiwan and USA in 2015. A total number of 30 undergraduate and graduate students were involved from two major disciplines in public health and psychological counseling, one lasted 9 days and another 15 days. Before and during the program, students were given pre-assignment to gather basic information about the hosting country and group projects on various aging topics as well as daily detailed study notes and reflections. At the hosting country, students and faculty toured a variety of places including universities, non-profit organizations of aging and disability services, hospitals, mental health settings, adult day services, and community senior centers. The qualitative data showed that students learned the most by seeing the real situations different from what they learned in textbooks, including the actual hands-on experiences, expert lectures, student exchanges at the hosting country, and the unique cultural and socio-structural experiences of aging in the hosting country. The quantitative results showed significant improvement of scores on knowledge about aging in a different cultural context as well as future interests on global aging. After the completion of the Study Exchange Programs, students moved on to study aging or global aging as their main focus of studies; made several contributions by providing professional feedback to questions from the counterparts of the hosting countries; or become more sensitive in practice especially on ethnicity, culture and aging issues. The paper concluded by suggesting ways to improve the quality of future Study Exchange Programs by better structuring pre-visit assignments, field notes and reflections, and assessments for learning outcomes.

**Objective 1:** To learn Study Exchange Program on Global Aging.

**Objective 2:** To evaluate the outcomes of the Study Exchange Program on Global Aging.

**Objective 3:** To better design a Study Exchange Program on Global Aging

**Session Number:** 90

**Session Title:** Poster Session 1

**Abstract:** Older Driver Education: The Importance of Experiential Learning *Michelle M. Porter*

Thursday, March 9, 2017; 7:00 PM-8:30PM

**Abstract Body:** Many jurisdictions are exploring ways to enable older adults to continue driving safely. Classroom based education is one method that has been used for many years in many forms in a variety of different jurisdictions. Typically these classes provide an overview of the rules of the road, discuss changes that occur with aging that might affect driving performance, and discuss driving retirement. Several randomized and controlled studies have now been conducted examining the effectiveness of these classroom programs on an older person's driving in comparison with approaches that utilize some form of direct driver feedback. These experiential and personalized approaches have included: in-vehicle driver instruction, as well as instruction based on technologies that monitor real-world driving. The technologies have typically involved in-vehicle video cameras and global positioning system (GPS) technology that can monitor driver speed and acceleration profiles. Results have consistently demonstrated that when participants only received classroom education their driving performance did

not improve. In contrast, participants improved when they received direct feedback on their driving performance, whether in-vehicle or using video and GPS feedback. As one participant in a study stated: “[t]his was the most effective driver education. It takes the “fantasy” out of our perceptions about our driving practices and our capabilities and abilities!” Pertinent driver education studies will be reviewed, with particular emphasis placed on the various forms of experiential learning that have been explored and found to be beneficial.

**Objective 1:** After attending this poster you would be able to describe what the literature on older driver education programs have found.

**Objective 2:** After attending this poster you would be able to describe the advantages of receiving direct feedback on driving performance compared to classroom based program, and you would also be able to describe the different types of experiential learning that have been shown to be effective.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Methodological Pluralism: Life Course and Indigenous Methodologies *Karel Kalaw*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** This study proposes an innovative approach for making analytical generalizations in qualitative gerontology and offer a multi-methodological strategy in understanding aging and social life. In the study, using life stories and narratives, six (6) Overseas Male Filipino Workers (OMFW) were interviewed to describe their return experience as an outcome of the migration trajectory and as an ‘interruption’ from the normative life course. With the addition of Filipino indigenous methodologies (FIM), the role of culture brought forth a rethinking of the life course perspective. The study provided an opportunity to situate the life course approach juxtaposed with biography, history and transnationalism. The utility of the life course is put into agenda, both as a theoretical and conceptual tool, as a response to the changing societal dynamics, and interplay of global forces. Thus, enabling one to understand and make sense of the emerging social realities prevalent in society, and linking it with its four premises of human agency, linked lives, historical and geographical context, and timing of life events. In sum, the return experience as an endpoint of the migration trajectory parallels the life course of an older transnational labor migrant. The study contends a multimethod strategy which mixes western methodological tradition with indigenous and local approaches as illustrated in aging, migration and globalization; and which it makes it promising to develop an enhanced epistemological base for a multi-method undertaking.

**Objective 1:** After attending this activity, participants will be able to understand the life course perspective both as a theoretical and conceptual framework.

**Objective 2:** After attending this activity, participants will be able to understand indigenous methodologies.

**Objective 3:** After attending this activity, participants will be able to explain the need for a multi-approach in understanding the intersection of aging and migration.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Lifestyle Choices Related to Oral Health in Older Adults *Andrea L. Sidoruk*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Background: Oral health is important to monitor in the older population especially with concerns of the increased incidence of periodontal diseases, oral cancers or oral infections. Throughout the life cycle biophysical aging or senescence occurs at the microbial cell level causing changes within the tissues, muscles, and organs of the human body including the stomatognathic system. Patterns of poor health problems, poor oral (dental) health or lack of dental insurance or all factors can exacerbate systemic diseases. Methodology: Seniors (n=41) affiliated with a senior center completed the 35 question closed ended survey. The survey was quantitative encompassing basic demographics and lifestyle options. Data analysis was conducted with Statistical Package Social Sciences (SPSS). The project was a requirement of the capstone in the gerontology undergraduate certificate program. Results: Mean age was 72 years (age range: 50-94 years). A total of 40 participants male (n=8) and female (n=32). Ninety percent of the members reported good to excellent health. Forty-eight percent had either partial or complete set of dentures while 38% had “no dentures. Community dwelling elders with dental insurance was 23% (age range of 50-74 years). The prevalence of gingivitis was 23% while 55% indicated their mouth is often dry. Seventy percent of the former smokers indicated issues with gingivitis, mouth pain, and untreated lesions. Social connectedness indicated that 35% of the participants always ate alone while 50% of the women ate alone often or sometimes. Conclusions: The physiological changes and “wears and tears” on the body and oral cavity are the results of physical stress or environmental stress that has accumulated over time. Seniors are more susceptible to diseases and infections due to genetics and biological aging. Similarly, accessibility and finances exist as major determinants to receiving oral health care. The need for improved medical and dental health care programs along with stronger health policies is warranted. Limitations and Implications: These survey findings have important implications to define needed oral health programs that associate overall health needs with oral health, nutrition, psychological and emotional wellness. Our survey shows that lifestyle choices influence oral health outcomes in addition to physiological changes that occur with biological aging.

**Objective 1:** After this session, participants will understand how lifestyle choices are associated with oral health in community dwelling elders.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Advocating for Nutrition Education, Promotion, and Care Among Dementia Residents: Considerations for Long-Term Care Professionals *Nawal Alissa, Julie Chaya*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** In 2015, a total of 5.3 million Americans had dementia. As the number of older adults continues to grow, the older adult population with dementia conditions is expected to increase from its current number of 5.1 million to 7.1 million by 2025, representing a 40% increase. This exponential growth places a tremendous burden on long-term care facilities at a rapid pace. Taking care of residents with dementia has already proven to be a costly undertaking with the care given to these individuals in 2014 amounting to 17.9 billion hours in unpaid hourly care. One area of care that is often neglected is the proper nutrition of dementia residents. Dementia residents often have problems with appetite and they may fail to completely consume their provided meals if no one is there to encourage them to eat. Proper nutrition is crucial for dementia patients not only to prevent weight loss, but also to slow the progress of the condition. Nutritional feeding helps to promote the health of dementia residents, and gives them the emotional stability that facilitates in coping with the condition. Additionally, quality eating among the dementia residents facilitates achievement of higher quality of life and enables the individual to better manage physical problems such as difficulties in walking. Given the high number of dementia residents served by a single healthcare professional at a long-term care facility, delivering an effective feeding plan that meets the needs of these residents is hindered. Therefore, long-term care professionals are in need of appropriate training and access to relevant nutrition resources and materials in an effort to address and improve the dietary needs of dementia residents. Thus, the purpose of this poster is to provide long-term care professionals with a listing of current rules and regulations for providing dietary rights to dementia residents as well as various strategies to advocate for nutritional education, promotion, and care policy changes for older adults in long-term care facilities with dementia. Additionally, this poster provides a collaborative framework for nutritional care delivery between long-term care communities and family members that healthcare professionals can implement at their facilities in the future.

**Objective 1:** Participants will be able to identify current rules and regulations for providing dietary rights of older adults with dementia in long-term care facilities.

**Objective 2:** Participants will be able to list various strategies for advocating nutritional education, promotion, and care policy changes for older adults in long-term care facilities with dementia.

**Objective 3:** Participants will be able to explain a collaborative framework for nutritional care delivery between long-term care facilities and family members.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Addressing the Needs of Older Nicaraguans Living on the Edge: A University-Community Partnership in International Service Learning *Margaret B. Neal, Melissa Cannon, Alan DeLaTorre, Cory Bolkan, Iris Wernher, Milton Lopez Norori, Carmen Largaespada-Fredersdorff, Keren Brown Wilson*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Nicaragua is a very low-income country entering a period of rapid aging with limited geriatric training for health care professionals (Lopez & Reyes-Ortiz, 2015). To help build capacity, a short-term international service-learning program, now beginning its thirteenth year, was created in

partnership with the Jessie F. Richardson Foundation. Key partners also include various Nicaraguan community stakeholders. Graduate and undergraduate students at Portland State University complete coursework for one term in the U.S. and then travel to Nicaragua for two weeks to participate in educational, research, and service activities. Students learn about global aging, gerontology, community development, service-learning, and Nicaraguan history and culture. They apply their knowledge by training health care professionals, direct care staff, older adults and their family members, and students in Nicaragua. In this poster, we summarize the impetus for and evolution of the program, its partners, challenges faced, program achievements, lessons learned, and future plans.

**Objective 1:** To be able to describe a long-standing short-stay service-learning program in Nicaragua and why and how it began.

**Objective 2:** To be able to apply lessons learned from this program.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Personal Goal-Setting Among Foster Grandparents: Serving as a Model for Their Children?  
*Karen Kopera-Frye, Rita Massey*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Foster Grandparents (FGs) contribute millions of hours of volunteer service annually. Carstensen's Socioemotional Selectivity Theory proposes that individuals strategize involvement in social situations, roles, and social networks to maintain a sense of well-being; social interactions are linked to self-worth and identity. Konrath et al. (2012) notes motives including self-oriented and other-oriented motives in volunteerism. Given this importance on self-representation in the FG role, it behooves us to examine how the FGs may affect behavior change in a positive direction among the school children they work with. The Foster Grandparent program (FG) involves 55+ year old volunteers who provide one-on-one school mentoring and academic support to targeted at-risk children for school failure. Thirty-one FGs, primarily African American and women, work with children in a rural, impoverished area. The current project has the FGs journal every time they go to their school. We asked them to note three personal goals they have for themselves to work on for the coming academic year. Goals involving specific diet and exercise, as well as other goals involving non-health related behaviors, were examined. Seventy-two goals were written down in their journals, with 90% of the goals involving health-related behaviors. Qualitative analysis involved thematic and content analysis. The three top personal goals recorded among all the foster grandparents were (in decreasing order of frequency): 1) adjusting diet, e.g., eating more fruits and vegetables; 2) exercising, e.g., walking more; and 3) increasing water intake, e.g., drinking 8-10 glasses of water daily. The FGs do share their journals with their target children, thus they are in a perfect position to affect health behavior changes in the children. They can serve as positive health role models, especially in this region fraught with epidemic obesity and heart disease rates. This study has implications for how we can harness this invaluable resource of FGs to provide healthy role models for their children, thus yielding reciprocal benefits to both.

**Objective 1:** By the end of this session, attendees will be able to: Explore goals noted by older adult FG volunteers

**Objective 2:** Understand how their healthy behaviors and goals may model positive behaviors for their school children

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** The Impact of Creative Storytelling on Students' Perceptions of Dementia *Megan Foti, Christine Ferri, Alexandra Burns*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Funding and productivity demands combined with curative approaches of medicine can make a career in geriatrics less appealing to health professionals (Samra et al, 2013 George et al, 2013). One study reported that (medical) students do not feel “appropriately engaged in geriatrics, despaired at the futility of care, depressed by the decline and death of patients, and may consider communicating with older adults to be time consuming and challenging, lacking intellectual stimulation, and overwhelmingly complex” (Bagri & Tiberius, 2010 as cited in George et al, 2014, p. 319). It is essential to recognize and address such perceptions to promote the provision of quality, humanistic healthcare. Educators can impact perceptions by facilitating innovative opportunities for interaction with older adults, especially those in dementia care. In recent years, healthcare initiatives have explored non-curative approaches to dementia care such as storytelling, which has positive effects for clients and is beneficial for the facilitator of the experience. TimeSlips™ (TS) is an evidence-based story telling technique used to prompt engagement of people who have dementia. TS has been associated with positive outcomes for group members and facilitators (George et al, 2013, 2014). Research on medical students' perceptions of dementia before and after participating in a TS intervention, indicates increased comfort level for students and higher levels of humanistic care for clients with dementia (George et al, 2013, & 2014). Despite these promising results, there is minimal research related to undergraduate education. To address this gap in research, a study was developed to determine if undergraduate health science students' knowledge and attitudes of dementia are influenced by participation in a TS intervention. This poster highlights the outcomes of this study and provides recommendations for academic planning and future research in this area. George, D.R, Stuckey, H.L., & Whitemead, M.M. (2013). An arts-based intervention at a nursing home to improve medical students' attitudes toward persons with dementia. *Acad Med* 88(6), 837-42. George, D.R, Stuckey, H.L., & Whitemead, M.M. (2014). How a creative storytelling intervention can improve medical student attitude towards persons with dementia: a mixed methods study. *Dementia (London)*,13(3),318-329. Samra, R., Griffiths, A., Cox, T., Conroy, S., & Knight, A. (2013). Changes in medical student and doctor attitudes toward older adults after an intervention: A systematic review. *Journal of the American Geriatrics Society*, 61(7), 1188-1196.

**Objective 1:** At the conclusion of this session, participants will explain the use of an innovative storytelling technique to improve students' knowledge and perceptions of dementia.

**Objective 2:** At the conclusion of this session, participants will identify the learning & pedagogical benefits of implementing experiential activities with undergraduate health science students.

**Objective 3:** At the conclusion of this session, participants will examine methods for integrating service learning into academic planning.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Evaluating the Long-Term Impact of the Virginia Geriatric Training and Education Initiative  
*Leland Waters, Sung C. Hong, Edward F. Ansello*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Virginia's Geriatric Training and Education (GTE) initiative is an annual appropriation for statewide geriatrics training and education administered by the Virginia Center on Aging. The GTE initiative targets a wide range of professionals, including dentistry, medicine, nursing, pharmacy, social work, therapy, and other professions. Training is provided for a variety of levels of service providers, from nursing aides and assistants in home care and long-term institutions, to clinicians in practice and instructors in higher education. Virginia institutions of higher education, community-based organizations, and other not-for-profit groups with a strong history of adult and aging-related experience may apply for GTE funds. Applications for training projects, conferences, or similar educational programs are appropriate. Applicants can apply for awards of up to \$25,000. Applications are reviewed and awarded through an independent peer review committee. Since 2008, 129 awards totaling over 1.85 million dollars have been distributed statewide. In order to evaluate awarded projects we require everyone who receives training with funds associated with the GTE initiative to complete a GTE demographic evaluation form and provide a final report. The final report describes the target population, the level and scope of project services, how well the project provided these services, and their impact. This presentation provides an analysis of the demographics evaluations and a summary description of final results. This will provide a more complete picture of the overall impact the GTE initiative has had statewide since its inception.

**Objective 1:** After attending this session, participants will be able to explain the evaluation process for a statewide geriatrics workforce development program.

**Objective 2:** After attending this session, participants will be able to describe an array of geriatrics education projects that can be duplicated.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Gerontology, Geriatric, and Recreational Therapy Competencies: Measuring Student Outcomes  
*Nancy E. Richeson*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** This study examines the effects of an elective course, Recreational Therapy for Older Adults on meeting the Association for Gerontology in Higher Education (AGHE) health professions competencies, the Partnership for Health in Aging (PHA) competencies, and the Recreational Therapy (RT) competencies. The results indicated a statistically significant increase from pre to post testing. Correlational data revealed a significant negative correlation between interest in geriatrics, and previous experience working with older adults and pursuing a gerontology certificate. This finding implies a necessity for increased marketing and education to collegiates to pursue geriatrics as a career option. This study demonstrates the need to educate students about entry-level competencies needed to work with older adults.

**Objective 1:** Participants will identify the competencies from AGHE, PHE, and Recreational Therapy.

**Objective 2:** Participants will identify the outcomes from the research study testing geriatric, gerontology, and recreational therapy competencies.

**Objective 3:** Participants will identify the benefits of competency-based education.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Accessible Parking in the Bluegrass: Where Not to Park *Natasha Niro*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Livable Lexington is an age-friendly initiative of the Lexington-Fayette Urban County Government designed to make Lexington, Kentucky a better place to live and visit for persons of all ages and abilities. An important aspect of Livable Lexington is insuring that everyone has access to businesses and services through a variety of transportation options. The ability to identify accessible parking is a priority for individuals with disabilities as they participate in community activities. For older adults and other individuals with disabilities, locating a suitable parking spot can be a frustrating endeavor. Parking spaces that are not clearly marked by a painted wheelchair symbol on the pavement and post-mounted signage confuse drivers, compounding the challenge of finding a place to park. Individuals requiring van-accessible parking spaces face additional difficulty in attaining parking due to their need for an unobstructed access aisle that allows sufficient clearance for a wheelchair ramp. The Mayor's Commission for People with Disabilities was established to identify ways to improve accessible parking in Lexington. In cooperation with the Lexington-Fayette Urban County Government, the Commission was successful in 1) requesting an increase in the amount of the fine for illegally parking in an accessible space, and 2) revising the local ordinance regarding van-accessible parking spaces. Enlisting the support of law enforcement and building inspectors was an essential component in making the changes, as the Commission must rely on these entities to enforce the revised codes. The Commission created the Where Not to Park program to increase public awareness of the changes to the parking ordinances. Informational notification was mailed to local holders of accessible parking placards and also to businesses operating within the Lexington-Fayette area. Grant monies received by the Commission for Where Not to Park are used to help business owners comply with signage requirements of the changes.

**Objective 1:** After attending this session, participants will be able to demonstrate understanding of the processes involved in developing cooperation among local government agencies in order to better accommodate individuals with a need for accessible parking.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Geriatric Care Boot Camp Series: Interprofessional Education for Health Care Professionals  
*Lauren B. Solberg, Christy S. Carter, Laurence M. Solberg*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** In 2014, the UF Department of Aging and Geriatric Research piloted a half-day interprofessional education program for health care professionals – a boot camp – on geriatric care. Following the program’s success, which sought to increase attendees’ comfort caring for geriatric patients and increase their understanding of the topics presented, we implemented a series of three boot camps with the same aims. We recruited professionals from various fields; the educators were also an interprofessional group. A total of 113 learners attended the three boot camps. In boot camp pre-assessments, a total of 57 attendees (50%) reported they were nurses, making this the most well-represented profession. Statistically significant changes in understanding of each topic presented were reported in pre- and post- assessments from each boot camp. Each boot camp included a session on ethical issues in geriatric care. The first boot camp (n=39), which replicated the pilot program, focused on fundamental aspects of geriatric care, including an overview of the geriatric patient, delirium and dementia, medication management, and palliative care. The second boot camp (n=27) theme was geriatric care in the hospital, including sessions on falls prevention, physical therapy and occupational therapy, and nutrition. The third boot camp (n=47) discussed transitions of care and the role of the health care professional, with presentations on transitions of care, medication reconciliation, post-acute care setting funding requirements, and community resources and home care. Follow-up surveys conducted approximately one month after each boot camp reflected that attendees most frequently used information on delirium and dementia, physical therapy and nutrition, and community resources and home care. Across the series, information was most frequently shared after each boot camp with nurses. Qualitative responses show participant satisfaction with the series. Furthermore, 97 (86%) agreed or strongly agreed the interprofessional nature of the audience and the presenters at each boot camp were beneficial. Attendees at the first and third boot camps reported statistically significant changes in comfort caring for older patients; however, attendees at the second boot camp, 66% of whom reported they were nurses, did not. Thus, while this education is appealing to nurses they may be well-versed in it already and thus have the least incremental benefit. Further research is necessary to determine what health profession will benefit the most from these programs. However, health care institutions and universities can replicate this series with confidence in the satisfaction of the learners and value of the educational experience.

**Objective 1:** Learners will be able to understand the benefits of an intensive interprofessional education program for health care professionals on geriatric care.

**Objective 2:** Learners will be able to create their own intensive interprofessional education program on geriatric care.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Development of a Concentration in Aging and Aging Services in a Bachelor's Program in Health Services Administration *Kristine A. Mulhorn*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** The presentation outlines the development of an undergraduate concentration in Aging and Aging Services with measurable student outcomes. The first step was to develop a curriculum that intersects with the health services administration program to maximize efficiency and meaningfulness. We will demonstrate how the concentration in aging integrates program objectives. Courses include Administration of Long-term Care Services and Health Care Law and the Elderly and Ethics of Life and Death Decisions. The second step was to align the course objectives with the program objectives. We will list the type of course objectives that develop skills in health administration. We highlight the skills our program builds. In the third step, we developed assignments for the courses that are unique to the program that are consistent with the program objectives. In anticipation of assessment and a self-study, the faculty made sure the objectives were measurable and we highlighted those assignments chosen for ongoing review. In the fourth step, we worked with our faculty, including adjunct faculty specializing in aging and gerontology, to create excursions and visits from local organizations to enhance the student experience. In the last step, we worked with colleagues in the local aging network to initiate some aging services internship opportunities for students. We are currently investigating the next steps of the development process, such as curricular mapping.

**Objective 1:** What steps did the department follow to develop a concentration in aging?

**Objective 2:** What tools did they use to guide this development?

**Objective 3:** How do the courses link to the program objectives?

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Six Generation Town Hall Meeting: Identifying Policy Issues While Improving Intergenerational Attitudes *Charlie Pruett, PhD, Suzanne Macaluso, Alan J. Lipps*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Gerontology educators, aging network professionals, and political advocates are looking for opportunities to both identify policy issues as well as educate a new generation of professionals in aging. Sociologists have learned that bringing together individuals from different cultural groups, including different age cohorts, can improve social attitudes. This presentation will discuss the

development, offering, and outcomes of an intergenerational town hall meeting held on a university campus in a city of 110,000 people in West Texas. The goal of the town hall meeting was to identify issues related to aging as well as bring university students into contact with proactive older adults. The event was organized by university faculty, members of the Texas Silver-Haired Legislature, the local Area Agency on Aging, and local service providers in the aging network. Three hundred individuals participated in the one day event which included 100 university students and 200 senior adults representing six generations. Attendees were divided into groups of eight. University students were seated with older adults at each table. Participants spent an hour discussing issues facing aging individuals of the local community. University students recorded the table discussion and specific issues at each table. Students then stood in the assembly to report the findings of each table. A written summary of the event was prepared by students and submitted to representatives of the Texas Silver-Haired Legislature who are presently developing platforms to be submit to Texas congressional representatives. Students expressed positive change in attitudes toward older adults. These attitudes and identified policies will be addressed in this presentation.

**Objective 1:** Those attending this presentation will gain insight into the development of an intergenerational policy development event.

**Objective 2:** Attendees will learn a creative methods of serving the community while expanding gerontological knowledge within future professional in aging.

**Objective 3:** Attendees will understand personal perspectives of university students and how their attitudes toward older adults were improved by interacting toward a unified goal.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Using Photovoice to Explore Age-Friendly Communities Through Service-Learning *Wendy Watson, Charlie Stelle*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** While gerontology as a field has a long history of incorporating service-learning and community engagement (SLCE) into core courses, service-learning has had much less utilization in graduate education. In Spring of 2016, SLCE was introduced in the gerontology graduate program at our university through the research methods course. The course included a semester-long project that asked older community members to reflect on the concept of age-friendly communities. This allowed students to learn about the process of conducting research from an applied level and also engage in participatory action research (PAR) focusing on the goal of developing communities that are supportive of the empowerment of older adults. The purpose of this paper is to describe the development, implementation, analysis, and dissemination of this project as a mechanism of working with community partners on issues relevant to the community and approaching graduate education. The project investigated aspects of age-friendly communities through Photovoice, a technique that utilizes photography to capture individual perspectives, create collective understanding, and uses the results of the research to engage in social action. Six members of the local senior center agreed to participate,

signed informed consent forms, and were given disposable cameras at an information session. Participants were asked to take pictures that represented what they saw as challenges and/or supports to aging well in their community. The instructor and graduate students each conducted one semi-structured interview, focusing on elaboration of the interviewee's pictures, specifically three that the participant selected as most salient. This interview gave the students opportunity to get to know an older adult in their community and to hear about their experiences of aging in their community. Students read interviews for themes, and then, as a class, we coded the interviews. We selected pictures taken by the participants that we felt represented the codes. Next, we presented our findings to the participants to share the themes we derived from their interviews and to get their feedback. In line with PAR, we consulted with the participants on the next steps for the project. The group had ideas on what they would like to see done, including presenting the findings to the City Council and long-term care facilities in town. In this paper, we will discuss how service-learning engaged graduate students in their community, connected them with the older adults they are studying about, and benefited community members with an issue of concern to them.

**Objective 1:** After attending this session, participants will be able to discuss the concept of age-friendly communities.

**Objective 2:** After attending this session, participants will be able to discuss the benefits of service-learning for helping graduate students develop civic engagement skills.

**Objective 3:** After attending this session, participants will be able to discuss how a service-learning project with a research component can be useful for teaching research methods.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Exploration of the Influence of a Validation Worker Course on Undergraduate Students' Attitudes Toward Elders With Dementia and Intent to Work With This Population *Mary Ligon , Christine Harrop-Stein, Stephen K. Klotz*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Training in Validation, a method of communicating with and supporting very old individuals with dementia, has been offered to caregivers in retirement communities and similar venues for many years. In an historic first, the Validation Worker course was offered for academic credit at York College of Pennsylvania in the 2014/15 academic year and was packaged as two sequential, 3-credit courses. GER 391 and then GER 392 were held for 3 hours each week at a retirement community, and undergraduate students spent time weekly with elders with dementia who resided in a memory support neighborhood. No prior research has been conducted on how taking the class for academic credit influences college students' attitudes toward elders with dementia or students' openness to working with this population in the future. Therefore, a qualitative study was conducted with the 2015/16 class in order to better understand this phenomenon. Majors included Behavioral Science, Nursing, and Recreation Management. IRB approval was obtained, and then semi-structured focus groups were conducted with students at the start and conclusion of the Fall, 2015 semester and again at the

conclusion of the Spring, 2016 semester. Remarks were transcribed and then analyzed using Grounded Theory. Three themes emerged from the data: thoughts about elders living with dementia (ELD), feelings toward ELD, and intentions to work with ELD. There was notable change in students' attitude toward ELD from the beginning of the Fall semester to the end of the Spring semester. Students' thoughts about ELD and their own feelings toward ELD shifted from negative in tone to positive. For example, during the first focus group students characterized ELD as "confused", having "spells", and having "triggers". By the third focus group students characterized ELD as "valuable", "unique", and "resilient". Likewise, students' feelings about ELD changed from "sorry", "hopeless", and "heartbroken" to "I love them", "enjoy" them, and "hopeful". Students' intentions to work with ELD also changed from equivocal ("maybe") at the beginning of the Fall semester to affirmative ("definitely") by the end of the Spring semester. Implications from this study are that when students complete the Validation Worker course for academic credit they develop more positive attitudes about elders with dementia, and their intent to work with this population increases. Offering the Validation Worker course in a college setting is one way of addressing the shortfall of professionals in health and human services fields who plan to work with elders with dementia.

**Objective 1:** Following this session, participants will be able to describe the influence of a Validation Worker Course on undergraduate students' attitudes toward elders with dementia.

**Objective 2:** Following this session, participants will be able to describe the influence of a Validation Worker Course on undergraduate students' intent to work with elders with dementia.

**Session Number:** 95

**Session Title:** Poster Session 2

**Abstract:** Subjective vs. Objective Assessment of Mealtime Difficulties in Persons With Dementia in Acute Care Settings *Karen M. Mayer*

Friday, March 10, 2017; 9:30AM-12:30PM

**Abstract Body:** Background: Mealtime difficulties in persons with dementia (PWD) can contribute to malnutrition-related complications, especially in those who are hospitalized. Mealtime difficulties are defined as any barrier in preparing the served meal, feeding by a caregiver, or in the mechanics of eating. It is posited that: a) mealtime difficulties in hospitalized PWD are not being adequately recognized by nurses, and b) higher cognitive functioning PWD may be an influencing factor in under-recognition of mealtime difficulties. Aims: To: 1) identify the level of agreement between subjective and objective assessment of mealtime difficulties inpatient assessment, 2) determine if there is an agreement between the Feeding Abilities Assessment (FAA) and the Edinburgh Feeding Evaluation in Dementia Scale (EdFED), and 3) determine if RN subjective identification of mealtime difficulties differs among the Mini Mental State Exam (MMSE-2) categorical levels of cognition (normal, moderate, or severe) of PWD. Methods: An exploratory design was used to examine the study aims. A convenience sample of 50 PWD, aged 65 and above, was recruited from acute care medical/surgical units in two hospitals. RNs provided subjective assessment immediately prior to the study meal. Objective mealtime difficulty assessments were completed using both the Feeding Abilities Assessment (FAA) and Edinburgh Feeding Evaluation in Dementia Scale (EdFED) during the study meal by the study staff. Level of

cognitive function was determined using the Mini Mental State Exam (MMSE-2) within one hour of the meal. Results: RN subjective assessment results versus utilizing the FAA tool ( $p=.086$ ). RN assessment versus EdFED tool ( $p=.006$ ). There was difference between the FAA and EdFED tools ( $p=.0001$ ). RN subjective assessment was more inaccurate than random chance at moderate and severe levels of dementia, Phi Coefficients, normal (.11), mod (-.01), severe (-.08). Recent graduates from curriculums that include gerontology were not better at recognizing mealtime difficulties in PWD ( $p=1.0$ ). Conclusions: Study findings indicate that RN subjective assessments and the FAA tool were inadequate in detecting mealtime difficulties in PWD regardless of level of cognition. Inpatient settings should consider adopting the EdFED tool for assessment of mealtime difficulties in PWD. Understanding of unique nutritional challenges in PWD is needed in RN educational preparation.

**Objective 1:** Identify whether subjective or objective assessment of mealtime difficulties is most accurate.

**Objective 2:** Differentiate between the FAA and the EdFED assessment tools for accuracy in assessment persons with dementia.

**Objective 3:** Recognize the need for improved RN preparation for the understanding of the unique nutritional challenges of persons with dementia.

**Session Number:** 100

**Session Title:** Symposium

**Abstract:** Capacity-Building for Interdisciplinary Research on Aging and Health – Experiences of Graduate Level Initiatives in a National and International Context *Charlotte Löfqvist, Maria Haak, Agneta Malmgren Fänge, Torbjörn Svensson, Maria Nilsson, Gerd Ahlström, Susanne Iwarsson*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Starting out from a joint Nordic collaboration initiative in 2008 resulting in the development of a Nordic Master Program in Gerontology (NordMaG), followed by the establishment of graduate schools integrated with two national excellence centers for aging research in Sweden, in 2014 the Swedish National Graduate School for Competitive Science on Aging and Health (SWEAH) was established. Structured in three presentations, based on experiences gained over the years we will describe and problematize what is needed for efficient capacity-building for interdisciplinary research on aging and health in a national and international context: Aiming to strengthen knowledge development and exchange in research on aging and health already at the Master's level, through an integrated approach the NordMaG is linked to the specialization in Aging and Health within the Masters' Program in Medical Sciences at Lund University (LU), Sweden. The Master's program is truly interdisciplinary, situated in a research intensive and international educational context, enrolling students from health professions such as nurses, physiotherapists and occupational therapists. Integrated in the Centre for Aging and Supportive Environments (CASE) at LU, CASE Graduate School has been running for ten years, graduating 17 PhD students. With high quality interdisciplinary research on aging and supportive environments as the overarching ambition, seminars, courses, journal clubs, workshops and other student driven activities have evolved into a coherent program attracting national as well as

international PhD students and guest researchers. Sparked by our experiences, in national competition in 2013 the Swedish Research Council granted funding for the development and establishment of SWEAH. This national graduate school offers a student driven curriculum for affiliated PhD students, open courses, postdoctoral training and networking opportunities, within Europe and beyond. With teaching and learning activities tailored to accommodate different disciplines and research traditions, junior researchers have access to unique resources in a national and international context. Contributing to capacity-building for research on aging and health, CASE and SWEAH are partners of the International Summer School on Aging and Health (ISSA). Taken together, these initiatives have been both challenging and rewarding. Spin-off effects in terms of international engagement and collaboration in supervision teams and examination committees have served to strengthen the interdisciplinary competence and capacity for international collaboration of the management teams and teachers involved.

**Objective 1:** After attending this session, participants will be able to reflect on and discuss capacity-building for interdisciplinary higher education on aging and health in an international context.

**Session Number:** 105

**Session Title:** Developments in Global Aging

**Abstract:** US-Russia Peer-to-Peer Dialogue: Non-Governmental Support for Older Adult Care in Russia  
*Billy Hills*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Older adult, healthcare service production and delivery vary around the world: countries receiving State support for government-controlled services are found on one end of a continuum; countries with little to no State support for service delivery and production are found on the other. Examination of service delivery for many countries of the world, including the United States, shows that hybrid forms of care are developing and that non-governmental organizations (NGOs) are increasingly being developed and called upon to fill in the widening gaps between educational deficits in gerontology/geriatric healthcare specialists and the rapidly rising number of older adults in dire need of acute and long-term care. This presentation includes an examination of the non-governmental response to service delivery needs in the Russian cities of Moscow, Vologda, and Pskov. A team of eight gerontology/geriatric specialists traveling through Russia (June 3-15, 2016), to share best practices of older adult service delivery, met with non-governmental organizations active in Russia to provide services for older adults. These organizations are formed and operate largely with volunteers and little-to-no money to fill in gaps left by shifting national priorities regarding pension and older adult healthcare needs. Data resulting from the trip, including data in video and written forms, show the development of numerous non-governmental associations which are well-developed, but which lack overall organizational structure to coordinate non-governmental service delivery for Russia. Nonetheless, testimonials of dedicated professionals of Russia, many working under conditions of hardship with clients experiencing extremes of subsistence-living, demonstrate the willingness and resolve of Russian citizens to push an aging educational and service delivery agenda forward. Highlighted in the presentation will be the work of professionals providing home services for older adults designated as Victims of Repression (i.e., Gulag survivors). Many pensioners of Russia are

housebound due to a combination of physical and psychological limitations; one organization providing services for such persons is Dobroe Delo ("Kind Deed"), a regional public foundation (NGO) for Assistance to the Elderly based out of Moscow. Video of pensioners of this historically-significant program demonstrate post-traumatic stress-related disorders. Goals of this session are to: 1) examine the response of healthcare-related non-governmental organizations in Russia to the growing need for service delivery; and, 2) provide Russian medical service providers who work with and advocate for rights of older adults in Russia a link to professionals outside of Russia.

**Objective 1:** After attending this session, participants will be able to discuss non-governmental organizations as an option for addressing deficits in professional gerontology education and training.

**Session Number:** 105

**Session Title:** Developments in Global Aging

**Abstract:** Intergenerational Living Between College Students and Nursing Home Residents in a Global Context *Laura Allen, Dana B. Bradley*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Ageism, the discrimination against persons of a certain age group, is one of the most important civil rights issues of the 21st Century. Because ageism exists across cultures, strengthening relationships across generations is crucial. One promising strategy is the development of relational programs between college students and elder residents living in senior housing (independent living, assisted living, and skilled nursing facilities). This paper explores a plan to implement a university-based intergenerational living program in the United States and reasons why it might benefit both younger and older adults. One example of an intergenerational living program is in the Netherlands where a skilled nursing facility allows students to live in a room rent-free in exchange for 30 hours per month of student interaction with residents and being "good neighbors." Early results indicate that these intergenerational friendships have helped combat loneliness in the older adults who live in the facility. A similar program exists at a retirement community in Cleveland, Ohio. College students from Cleveland Institute of Music live in an apartment in the facility for free in exchange for monthly musical performances. Another example is the Learning by Living Immersion project at the University Of New England College Of Osteopathic Medicine. Medical school students are admitted to a nursing facility with a specific diagnosis and are cared for as residents. This project began with a literature review of the research seeking to frame this work in the field of intergenerational relationships and living, ageism, and experiential learning. The primary investigator visited with key informants in Zwolle, Netherlands to better understand the relationship between Windesheim University and Humanitas nursing facility. Additional information was gleaned from key informants with the Cleveland Institute of Music and the University of New England College of Osteopathic Medicine. While lessons uncovered from The Netherlands were very powerful, the differences in the financing and delivery of the underlying long term care system (between The Netherlands and the United States) make implementation impractical in the short run. Findings which could be generalizable across international boundaries include recommendations that attention should be paid: to underlying reasons guiding university students'

participation; to how the presence of the students could affect elder residents; and, how the needs of elder neighbors could affect both student academic and personal lives.

**Objective 1:** To learn more about intergenerational living

**Objective 2:** To develop an understanding of several international examples of intergenerational living

**Session Number:** 105

**Session Title:** Developments in Global Aging

**Abstract:** Improving Quality of Care for Older Adults: Twenty-Year Long-Term Care System Development in China *Bei Wu*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** As the increase of aging population, long-term care is undergoing significant development in China. This presentation includes findings from several recent systematic reviews of long-term care policy development, informal caregiver intervention studies, and workforce characteristics and care development in nursing homes. The impact of the policy development on elder care services abilities, institutionalization of the elderly, and unmet needs of long-term care were assessed by reviewing published policy papers and using the Chinese Longitudinal Healthy Longevity Survey. Based on the systematic review of published studies on caregiving interventions and nursing home workforces, these reviews clearly point out the need to build workforce capacity and support both formal and informal caregivers. The findings suggest that more caregiver interventions are needed to examine a broad range of caregiver and older adults' health outcomes, their impact on health care, and society. It is also important to further develop innovative and person-centered interventions to address the needs of frail older adults and their families. Further, there is a need for development of programs that tailor for nursing home workforce and care needs of residents with widely varying levels in physical and cognitive function. This presentation also provides policy recommendations to help strengthen Chinese long-term care system development. Those suggestions included government's role in designing, developing, and establishing strategies and policies, integration of long-term care with the acute health care system, and workforce training.

**Objective 1:** To provide a better understanding of the needs for workforce training globally.

**Objective 2:** To provide a better knowledge of long-term care development in China

**Session Number:** 105

**Session Title:** Developments in Global Aging

**Abstract:** DigitAGE: A Digital Education Phone and Media App for Intergenerational Conversation *Mary Ann Murphy, Crystal Wariach*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Intergenerational learning (IGL) is an inclusive process that focuses on mutual and reciprocal exchange. Its goal is to increase understanding and respect; and to develop social capital, social cohesion, and solidarity (Newman & Hatton, 2008; Pinazo-Hernandez, 2011; Mannion, 2012; Orzea & Bratianu, 2012; EU Map of Intergenerational Learning, Beth Johnson Foundation; Age Well: Canada's Technology and Aging Network). Imagine a world where distinctions and stereotypes around age fall away, and people could simply meet face-to-face as equals. The presenters - a professor on global aging, and a graduate who is the co-developer of the app - will unveil a new phone and media app and a 'low-tech' tactile discussion deck for the use of post-secondary educators and intergenerational groups. The discussion questions- developed within a post-secondary, intergenerational classroom on aging over five years- have been designed to both engage and equalize younger and older students, with a goal of minimizing group differences and promoting common ground. The app will be available in 10 languages, including English/Spanish/French/Punjabi/Mandarin. Sample translations will be provided within the presentation.

**Objective 1:** Define and discuss common North American and European themes in *intergenerational learning and intergenerational education*

**Objective 2:** View a live demonstration of a newly-developed phone and media app as a prospective gerontological teaching tool in post-secondary education, and discuss the benefits and limitations of its use with audience members

**Objective 3:** Identify how intergenerational conversation in different languages - assisted with the use of this app - may both reduce inequality and generational distance between students of all ages

**Session Number:** 110

**Session Title:** Symposium

**Abstract:** Reflections on the Capstone Project: How Students Learn From (and Survive) the Online Capstone Project Process *Kelly Fitzgerald, Karen Margolis, Melinda Nelhuebel, Sandy Bisson*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** The Capstone Project is the final requirement students must complete as part of the University of Massachusetts Boston's online Management of Aging Services (MAS) Master of Science degree. The Capstone Project reflects the student's understanding and mastery of areas such as policy development and analysis, program management, administration, and finance. The purpose of the course in which the Capstone Project is completed is to assist students in implementing the knowledge and skills developed during the MAS program. The project requires self-direction and task management. Students choose the type of project they would like to complete such as a research paper, program guide, or business plan. Over the course of the semester, the students meet online via Blackboard for direction and discussion about their projects. Feedback is provided by the instructor and students. The final meeting sessions require students to present online PowerPoint presentations for their Capstone Project. This symposium will provide instructor and student feedback about the online Capstone Project process. Fitzgerald will provide information about the Capstone Project and seminar and instructor insights. Three students will then give a brief presentation about their project and will provide

reflections about the Capstone Project process and outcome, illustrating the learning path the student took and how the final product from the Capstone Project can be useful beyond course credit. Margolis will describe the process she undertook to develop a guide for Councils on Aging (COAs) to help them become advocates for senior housing. The guide provides COAs (and other local organizations and professionals) information regarding housing needs and housing choice, and steps that they might take to participate in civic engagement to facilitate the availability of housing in their communities that addresses the needs of their constituents. Nelhuebel will describe how she researched the topic of Medicare Part D and the role of government in drug pricing. This complicated, yet timely, topic required Nelhuebel to explore and analyze the pros and cons of government intervention in drug pricing and formulary. Lastly, Bisson tackled a very sensitive topic and developed a guide for end of life decisions. The purpose of the guide was to provide patients and their families with the answer to questions surrounding decisions and tasks that a patient might need to consider when diagnosed with a terminal illness. The presenters will provide recommendations to help program coordinators and instructors develop meaningful student projects.

**Objective 1:** To provide attendees recommendations, based on both the instructor and student perspective, that can help program coordinators and instructors improve or develop meaningful student projects.

**Session Number:** 115

**Session Title:** Student Symposium

**Abstract:** Resumes, Transcripts, and Interviews... Oh, My! Tips for Effective Career Planning and Job Finding *Katarina Friberg Felsted, Erica L. Hegland, Lisa Juckett, Jill Naar*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Colleges and universities work to instill the knowledge that students will need to excel in their future jobs. Students come away with a myriad of theories, procedures, skills, and attitudes that prepare them for future success. However, the job search process can remain a vague and often daunting endeavor for many students. This student symposium will provide valuable information on the job search process including resume building, interviewing, determining the next step in a desired career, with tips from graduate students, post-doctoral scholars, professors, and other professionals. This session will be appropriate for students at any level in their education, including undergraduate students, graduate students, and post-doctoral scholars. Students are encouraged to bring questions they may have about the job search process that they can ask in a safe and encouraging environment.

**Objective 1:** This session will provide students with information about the job search and application process and give them opportunities to hear from and ask questions of graduate students, post-doctoral scholars, professors, and professionals in the field of gerontology

**Objective 2:** After attending this session, participants will have a better understanding of job options and the job search process.

**Session Number:** 120

**Session Title:** Symposium

**Abstract:** Transforming Clinical Geriatrics Training With a Community-Based Approach *Janice Knebl, Jennifer Severance, Cristine B. Clarke, J. Marvin McBride, Tiffany Shubert, Ellen Roberts, Jan Busby-Whitehead*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Background: Critical shortages in the Geriatrician workforce require innovative training models. The Health Resources and Services Administration funded Geriatric Workforce Enhancement Programs (GWEPs) in North Carolina and Texas to integrate geriatrics education into primary care training. Building upon previous curricula, the University of North Carolina at Chapel Hill (UNC-CH) and the University of North Texas Health Science Center (UNTHSC) are transforming clinical training environments for family medicine residents and primary care providers. Methods: Authors will present innovative approaches to geriatrics training in primary care settings by applying the plan, do, study, act (PDSA) methodology. UNC-CH is partnering with an internal medicine residency clinic; a corporately owned family practice clinic; and federally qualified health centers. Using a bottom-up approach, each practice selected one geriatrics syndrome and aligned practice change effort with community needs and pre-existing quality indicators. UNTHSC partnered with a county health system and an Area Agency on Aging to develop clinical decision tools, web-based and experiential learning modules, and a Geriatrics Certificate Program for family medicine residency training. A community needs assessment identified priority areas for training enhancement. Evaluation metrics included: measuring patient referral patterns and practitioner knowledge, confidence and efficiency in managing their geriatric patients, pre and post intervention. Results: Some increased efficiencies were noted with changes in workflow patterns. Team training allowed primary care providers to actively support patient screening for geriatrics syndromes. Partnerships facilitated linkages to community based resources and increased referrals. Conclusions: Practice change efforts to enhance geriatrics in primary care are most successful when they are grounded in community needs and practice, respect existing quality metrics, and provide whole team training. PDSA evaluation cycles can identify new opportunities in workflow patterns and training. Collaboration can lead to quality training, increase in the number of geriatric-trained primary care providers, and build bridges between community and clinical settings.

**Objective 1:** After attending this session, participants will be able to describe innovative approaches to geriatric clinical training.

**Objective 2:** After attending this session, participants will be able to identify collaborative opportunities in their community.

**Session Number:** 125

**Session Title:** Workshop - 45 min

**Abstract:** Learning About Aging Throughout the World: A Multi-Layered Curriculum *Jacqueline L. Hess, Lisa L. Connolly*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** Teaching undergraduate students to understand and appreciate aging requires a multilayered curriculum. One of the important aspects of full understanding of aging is the similarities and differences in attitudes toward the aging population worldwide. This workshop addresses education of students and a collaborative approach (working together and with the instructor) to learning about how those who are aging are incorporated into different cultures (Western, Asian, Middle-Eastern, European...). From this base of knowledge, which will be presented in lesson plan form, workshop attendees will take the next steps to helping students learn from other cultures to create ways in which attitudes can become less stereotyped regarding the social rules and roles of aging. Workshop attendees will also practice creating and sharing ideas about how to affect social policy based on what they have learned from different cultural perspectives in the classroom. The workshop has four goals: 1. To present information about global attitudes toward aging; 2. To introduce ideas about how to address the issues of ageism and stereotyping as they affect aging people; 3. To develop together ideas about how 1 (information) and 2 (attitudes) affect social roles and policies; and 4. To develop concrete and creative ideas about how students' attitudes and learning can have an effect on social roles and policies.

**Objective 1:** Presentation of information about global attitudes toward aging

**Objective 2:** Introduction of issues of ageism and stereotyping as they affect aging people

**Objective 3:** Development of ideas about how information and attitudes affect social roles and policies

**Session Number:** 125

**Session Title:** Workshop - 45 min

**Abstract:** Teaching Aging Policy Courses With International Human Rights and Social Justice Perspectives  
*Patricia Kolb, Carole Cox*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** The workshop facilitators will begin the session with discussion about the aging policy courses that they have developed in the social work departments in the colleges where they teach, and they will encourage exchange of information and ideas among the participants in the workshop. They will highlight their focus on human rights and social justice within international contexts and the relationship of these to policy needs and responses. The facilitators believe that across disciplines this focus is essential in gerontology and geriatrics education, research, and practice and linkages among these for policy development. Participants will be encouraged to share their interests, experiences, and knowledge about teaching and learning approaches and resources related to aging policy curricula as students and professors. The courses developed by the facilitators are social work aging courses with expected learning outcomes that include analysis and deconstruction of ways that societal structures and values may present opportunities for older adults to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power. Discussion of intersectionality of personal and social attributes of older adults and the relationship of intersectionality to protection and violation of human rights of older adults individually and within groups will be encouraged. Students have reported that the content is useful personally and professionally. The content in these courses includes: (1)

changing demographics and the impact on society; the framework for federal involvement; the service network; policies related to health, illness, disability, and end of life; policies related to income, poverty, and work, family, and human rights; policies affecting especially vulnerable groups, and international policy challenges in addressing the rights of older adults. Information about websites and readings will be provided.

**Objective 1:** After attending this session, participants will be able to develop an aging policy course that includes content about policy and programmatic needs and responses from social justice and international human rights perspectives.

**Objective 2:** After attending this session, participants will know about readings and films that can be included in other courses to add content about policy needs and responses to challenges such as ageism, elder abuse, and changing demographic and health developments

**Objective 3:** After attending this session, participants will be able to discuss the concept of intersectionality and its relevance for understanding intersecting influences including ethnicity, race, social class, sexual orientation, disability, and gender on aging experiences and policy needs and responses.

**Session Number:** 130

**Session Title:** Workshop - 45 min

**Abstract:** Service-Learning That Works: Preparing Students to Serve Older Adults With Developmental Disabilities and Multiple Chronic Conditions. *Martha E. Kemeny, Deborah Hutchins*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** A need exists to assure that the preparation of undergraduates serves the needs of all older adults from diverse situations, including those aging with a developmental disabilities and multiple chronic conditions. At this time, approximately 12 million Americans need long term support services (LTSS), including either home-based or institutional care (Kaye, Harrington, LaPlante, 2010), such as adult day, skilled nursing, or group home care. Current projections suggest the oldest old, in the 85+ population, who need the most chronic-care support, will triple by 2040 (Administration on Aging (AOA), 2014). Over 65% of community-dwelling older adults with disabilities already have some form of long-term care services (Stevenson, Cohen, Tell, and Burwell, 2010; Potter, 2010). The number of individuals needing LTSS is projected to more than double by 2050 (Bipartisan Policy Center, 2014). While defining the content of competencies is a significant first step, it is the methods used to develop these pre-professionals that will significantly promote transfer of education to quality service. "I Can Do It" is a national health promotion program funded through the President's Council for Fitness Sports and Nutrition with more than 100 partners. For three semesters, faculty members applied the I Can Do It evidence-based model to educate recreational therapy students in order to more fully serve older adults aging with disabilities. The three-tiered benefits for recreational therapy students included: 1) entry-level students gain hands-on experience learning to communicate with older adults who have different functioning levels. Improvement was seen in self-reported comfort level, planning, and communication skills. 2) Senior-level peer leader students gain leadership experience in an authentic setting. Eighty-

seven percent of the 15 peer leaders improved self-reported leadership skills and showed significant improvement in overall reasoning scores. 3) Health promotion programs served older adults from 6-10 weeks to target individuals who needed more support than typically offered at the local senior center, a nursing home which supported individuals with chronic mental health diagnosis, and a number of group homes serving older adults with developmental disabilities. The I Can Do It model is a promising practice that is replicable in other communities. University-community partnerships can both serve both older adults from diverse populations and the learning needs of students. In order to promote replication, this session will explore the evidence supporting the I Can Do It health promotion program, the funding, implementation, and evaluation of the program.

**Objective 1:** The participants will be able to list four specific steps to establishing an I Can Do It health promotion service learning program

**Objective 2:** The participants will be able to describe the potential benefits from and barriers to this type of service-learning program.

**Objective 3:** The participants will be able to explain the different tiers of faculty and student involvement in the program and the resulting outcomes.

**Session Number:** 130

**Session Title:** Workshop - 45 min

**Abstract:** Geri-Active Learning *Carol M. Fox, Angela M. Hill*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** The Geriatric Pharmacotherapy course at University of South Florida College of Pharmacy is a required two credit hour combined course in the second year of the curriculum. We developed a partially flipped classroom in order to utilize more active learning activities. To start off the semester we created a five station activity where students were given an activity to perform with a sensory deficit to reflect on some of the difficulties older adults experience in daily life. We developed simulation activities using various technology platforms such as Second Life and Nehr Perfect to address topics such as transitions of care, drug regimen reviews, and patient evaluation. Objective structured clinical examinations with simulated patients are used for assessment of student learning. We also incorporate service learning activities within the course, an educational in-service for older adults at county senior centers, and a medication review with geriatric volunteers from a local retirement community. These types of active learning experiences allow students to apply their knowledge and gain real life skills. Student course evaluations since course inception have been extremely favorable. This session will allow participants to experience select active learning technologies and to discuss methods of incorporating them into the classroom.

**Objective 1:** Participants will be experience novel active learning approaches that they may employ in the classroom

**Objective 2:** Participants will be able to compare and contrast active learning strategies versus conventional teaching methods

**Objective 3:** Participants will gain strategies for implementing novel active learning activities in the classroom

**Session Number:** 135

**Session Title:** Workshop - 90 min

**Abstract:** Memory Cafes - Creating Dual Opportunities: Age-Friendly Social Opportunities for People With Dementia and Service-Learning Opportunities for Students *Janet Nunziata, Barbara Colombo*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** The Queen City Memory Café is a grassroots effort to serve people with dementia -- and their families -- in the greater Burlington, Vermont community. The café was started in September 2014 by a small steering committee, which continues to program and run the café, with substantial student involvement. The café is an example of new community-based efforts to make our cities and towns dementia friendly by providing a stigma-free environment for those with dementia and their loved ones. The café embodies many themes pertinent to the geriatrics and gerontology mission of AGHE, including: Age-Friendly Environments; Translating Research to Education and Training; Program and Curriculum Development; Diversity and Social Justice for Older Persons; Service-Learning for Students. Student interns from Champlain College, along with medical students from The University of Vermont's College of Medicine, play an integral role in running the café. The medical students have previously learned about dementia in their studies; however, during the café the students directly experience the humanity of those with dementia through interacting with the café attendees, who include persons with dementia, spouses, children, and community members. Undergraduate students from Champlain College have lead the café by designing a program, with input from their professor, that stimulates creativity, sharing and meaningful reminiscing. Champlain College, Division of Education and Human Studies, and The Center on Aging at The University of Vermont have begun a research project to study the Queen City Memory Café, as well as several other memory cafes in Vermont. Nationally, as well as internationally, there has been little research conducted on the impact or effect of attending a memory café. As memory cafes are continuously being developed, the number of cafes has grown dramatically in recent years. Research is key to highlighting possible areas for improvements, to help ensure that cafes provide optimal environments for their participants. The study aims to determine the benefits of the café for participants, family members, and student contributors. The research is inspired by the Discourse Psychology tradition. This tradition links "psychology" and "discourse": psychology is intended as something that is displayed, and can hence be studied, in talk and dialogical interactions (Potter, 2005). The goal is to explore participants' emotions in response to the memory café experience. Student researchers will be encouraged to join the research project, thus offering another opportunity for student engagement in a real—world project involving older community members.

**Objective 1:** Participants will understand how Memory Cafes serve seniors with dementia and their care partners and families, providing a community-based social and educational time for this often marginalized population.

**Objective 2:** Participants will learn how to integrate service-learning and internship opportunities for students (undergraduate, graduate, medical students) into planning and running a sustainable memory café.

**Objective 3:** Participants will take home tools (internship description, how to start a café guide) to help them launch and sustain a memory café.

**Session Number:** 140

**Session Title:** Workshop - 90 min

**Abstract:** Empowering Aging Research Worldwide: Open Access Web-Based Resources for Research, Education and Advocacy *James W. McNally, Sela V. Panapasa*

Friday, March 10, 2017; 11:00 AM-12:30PM

**Abstract Body:** The availability of secondary data for research, education and policy development has grown tremendously. The Internet allows us to treat data as a public good that enhances research rather than a commodity to be sold. While the costs of sharing data have declined, understanding how to obtain these data and training people in the use of data for advocacy still remains. This workshop will address these issues. Using a strategy of archival preservation combined with a strong focus on productive research, NACDA has amassed data and metadata covering a wide array of studies worldwide that address the aging lifecourse. Because our collections are multinational, we share these data at no cost to interested users worldwide. We also provide a wide array of analysis and extraction tools to facilitate the research process for all users. Gerontological researchers and advocates should leave the session with a better understanding of the wealth of data that is publicly available measuring the aging lifecourse, prevalence measures and intervention strategies and how NACDA supported data can be employed to empower their work.

**Objective 1:** The Workshop will provide researchers, advocates and care providers with an overview of the National Archive of Computerized Data on Aging (NACDA) one of the world's largest collections of freely available research data on the health and lifecourse of elderly populations

**Objective 2:** The Workshop will provide researchers, advocates and care providers with an understanding of the kinds of data maintained in our holdings, the potential research applications for these data and the methodologies we employ for the management, analysis and preservation of gerontological data that measures multiple aspects of the aging lifecourse.

**Objective 3:** The Workshop will show researchers, advocates and care providers how that can visit the NACDA website, identify and find data collections of interest or value to their work, how to download these data and how to perform preliminary analysis of the data for research or information discovery purposes.

**Session Number:** 145

**Session Title:** Symposium

**Abstract:** Accreditation for Gerontology Education Council: It Has Been Built...Will You Come? *Harvey Sterns, Marilyn R. Gugliucci, Robert Maiden, Karen Kopera-Frye, Judith Howe*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** It is essential that there is a well educated and trained workforce in gerontology in order to meet the issues and needs presented by the demographic imperative aging poses. To this end and in partnership with the Association for Gerontology in Higher Education the Accreditation for Gerontology Education Council in (AGEC) was formed. Four features of AGEC formation will be presented (1) the history of curriculum development starting with the Foundations Project, multiple iterations of the Standards Document, Competencies and how these led to the formation of an accreditation council; (2) the design of the accreditation council including its mission, vision, international outreach, organizational chart, Board of Governors, and its procedures for accreditation and reaccreditation; (3) the implementation of accreditation for gerontology degree granting programs by the AGEC including preparing for accreditation, curriculum mapping, and the council's focus on quality control; and (4) the outcome focusing on what accreditation does for the program regarding marketing and what it does for the students. Each area of AGEC formation and implementation has required extensive discussions and decision making. The AGEC handbook and operations manual have been vetted extensively and a guide for pursuing accreditation for gerontology degree granting programs will be provided. The three features of AGEC formation will provide foundational discussion points for the panel and symposium attendees.

**Objective 1:** Understand the role of accreditation in gerontological education

**Objective 2:** Know the design and characteristics of the Accreditation Gerontology Education Council (AGEC)

**Objective 3:** Identify the important components, processes, and possible outcomes of gerontology accreditation.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** The Sex Suitcase: Break the Taboo! A Psycho-Educational Tool to Discuss Sex and Intimacy in Old Age *Ellen Van Houdenhove, Els Messelis, Jan Van Velthoven*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** More than fifty years after the ascendancy of the Disengagement Theory (Cumming & Henry, 1961), older adults still have been posed in our western society with a strict opinion: 'it is rare to discuss their intimacy and their sexual desires or needs'. It is even rarer for health care providers to discuss sexual issues and intimacy with their older adults. When will our global society, and more specifically health care providers functioning within this global society, learn that old age and sexuality is not just the sum of the parts of one's past? It is life as one has lived it and continues to live it. As stereotypes and sexual taboos still are huge, we want to face them forever!Objective 1 (Required): In 2014, Els Messelis has developed and presented a sex suitcase at the congress of the Belgian Society for

Gerontology and Geriatrics (Messelis, 2014). This psycho-educational tool supports to ease the conversation on sex and intimacy in old age, with older adults. The content of the suitcase is informative and stinging, this to support people to continue talking about delicate subjects, to learn to know their own boundaries... The suitcase includes DVD's, guidelines, sexual toys, information on sex and intimacy...Objective 2: New Research (Messelis, Van Velthoven & Van Houdenhove, 2015, in: sociaal.net, 2016) learns us that more scientific and attractive guidelines as well as documentation and courses are needed to break the taboo.Objective 3: By the end of 2016, the sex suitcase will be more adapted for professionals, active in care. Moreover, an educational course, named 'intimacy coach' will be developed by Els Messelis and Jan Van Velthoven (in cooperation with Ellen Van Houdenhove and other partners) from the organization 'Q in care'.

**Objective 1:** In 2014, Els Messelis has developed and presented a sex suitcase at the congress of the Belgian Society for Gerontology and Geriatrics (Messelis, 2014). This psycho-educational tool supports to ease the conversation on sex and intimacy in old age, with ol

**Objective 2:** New Research (Messelis, Van Velthoven & Van Houdenhove, 2015, in: sociaal.net, 2016) learns us that more scientific and attractive guidelines as well as documentation and courses are needed to break the taboo.

**Objective 3:** By the end of 2016, the sex suitcase will be more adapted for professionals, active in care. Moreover, an educational course, named 'intimacy coach' will be developed by Els Messelis and Jan Van Velthoven (in cooperation with Ellen Van Houdenhove and othe

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Transitional Care: Translating the Research into Training Programs for Clinicians *Katherine McCauley, Elizabeth C. Shaid*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** More than 20% of older Americans are living with five or more chronic conditions. Effective care management of this population is often complicated by several other health and social risk factors. Unfortunately, multiple studies reveal that the health care needs of older adults are poorly managed, often with devastating human and economic consequences. The Transitional Care Model (TCM), designed by Dr. Mary Naylor and a multidisciplinary team of colleagues at the University of Pennsylvania, addresses the negative effects associated with common breakdowns in care when older adults with complex needs transition from an acute care setting to their home or other care setting, and prepares patients and family caregivers to more effectively manage changes in health associated with multiple chronic illness. The TCM has consistently demonstrated improved quality and cost outcomes for high-risk older adults when compared to standard care in reductions in preventable hospital readmissions for both primary and co-existing health conditions; improvements in health outcomes; enhanced patient experience with care; and a reduction in total healthcare costs. The team at Penn has developed a seminar to prepare clinicians to implement the TCM. The Foundations of Transitional Care seminars will orient nurses and other team members to the TCM and the evidence-based tools and

strategies needed to redesign care for this vulnerable population. This preparatory seminar is available on-line, facilitated by live webinars that focus on the core components essential to develop and implement an evidence-based transitional care program into a health system or community. In addition, this team has received the Innovative Technologies and Teaching (IT2) Award from the School of Nursing to develop an evidence-based, interactive, on-line educational module that will be used in the undergraduate Nursing in the Community course. This module will address the need for transitional care from both the patient/ caregiver's and clinicians' perspectives. Content addresses effective transitional care assessment and intervention practices; use of a case study to illustrate principles and the experience of patients as well as clinicians and role of nursing and other disciplines in managing complex transitions. Learning strategies focus on active student engagement and learning with both independent and in class activities. This educational module will serve as the basis for an expanded program of curricular integration and learning support systems and products.

**Objective 1:** After attending this seminar, participants will be able to describe the development of programs to educate current and future clinicians in managing complex transitions for vulnerable older adults.

**Objective 2:** After attending this seminar, participants will understand the competencies required to manage transitions for high risk populations including patient/ caregiver engagement; shared decision making; managing complexity using evidence-based approaches; achieving population health; team-based care optimizing technology; stewardship (financial and use of resources); and a focus on longer term value.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Deepening Discussions About Diversity *Mary Ann Erickson, Elizabeth J. Bergman*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** In our courses, our colleges, and our society, there is a heightened awareness of the need to pay attention to how individuals see and react to diversity and inequality. Gerontology faculty at Ithaca College have used a variety of resources and techniques to change the presentation of non-dominant groups from a once-a-semester discussion to an ongoing part of our courses. In particular, participants will hear about the transformation of an Aging & Social Policy class through focused discussions of inequality, and the integration of discussions of white privilege into a Sociology of Aging class. Along with deeper discussions of difference comes the likelihood of microaggressions in classroom discussion; we will provide background resources and share techniques for guiding discussions with students. Finally, we will present resources for discussing whiteness and white privilege in classes.

**Objective 1:** Participants will see examples of class activities and assignments that ask students to analyze and reflect on diversity and inequality.

**Objective 2:** Participants will discuss microaggressions and how to react to them in the classroom.

**Objective 3:** Participants will share resources and ideas for incorporating discussions of white privilege into gerontology courses.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Using Your Classroom as Your Research Venue: Strategies and Challenges *Adrienne L. Cohen*  
Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** The scholarship of teaching and learning (SoTL) allows academics the ability to evaluate their teaching and students' learning using research rather than intuition. SoTL can be especially helpful when new teaching strategies are adopted but can also be used to evaluate long standing pedagogical techniques. Because the professor is both teacher and researcher, there are challenges to this type of research. The boundary between teacher and scholar can be bridged but effective research design is essential. This resource exchange will provide strategies for conducting research in the classroom including examples of projects that led to changes in teaching strategies and publications. The challenges and how to overcome them will also be included.

**Objective 1:** Through this exchange attendees will increase their knowledge of how to conduct SoTL research in the classroom.

**Objective 2:** Through this exchange attendees will increase their knowledge of the challenges of SoTL research and how to overcome them.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Interprofessional Geriatric Education in Health Professional Schools: Curricula, Logistics, Engagement, and Assessment Strategies *Tracy Wharton, Denise Gammonley*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** This Resource Exchange will highlight lessons learned, challenges, and opportunities to integrate competency based interprofessional training for clinical practice health professions. Grounded in AGHE Domain I competencies, such as: distinguishing and recognizing common syndromes and diseases and their related risk and protective factors, demonstrating knowledge of signs, symptoms and impact of mental health problems, and applying critical thinking and evidence-based knowledge, these exchanges will expand skill development to primarily target the interactional competencies in Domain II. Domain II includes such items as analyzing assumptions and biases, respecting autonomy and self-determination, establishing rapport, respecting and integrating knowledge from a range of disciplines to provide comprehensive care, and involving patients as members of care teams for planning and service decisions. The University of Central Florida and University of Florida have built a collaboration for interprofessional education (IPE) for graduate level students in social work, pharmacy, medicine, nursing, and physical therapy. This collaboration is guided by a steering team, who design curricula for

trainings, identify relevant competencies and practice behaviors across student groups, and manage the complex logistics of this kind of team-based educational model that bridges both disciplines and universities. Our first discussant will discuss strategies for structuring trainings of this type, how to manage logistics across schools with very different schedules and needs, and the core need for a stable steering team. Discussion of this theme will continue by presenting some of the ways in which these five schools have assessed learning outcomes, and some of the challenges that we continue to grapple with as we endeavor to integrate competency based interprofessional clinical practice training. UCF offers an online advanced geriatric practice course that specifically addresses AGHE competencies and interprofessional training, within the larger competency framework of social work clinical training. Our third discussion will identify curriculum content for this course that works best with online formats, and discuss some of the obstacles that have been overcome in providing interprofessional training for online classes.

**Objective 1:** Learning Objectives: During this Resource Exchange participants will identify curriculum content for face-to-face and online formats that helps integrate discipline specific competencies for interprofessional practice with AGHE core competencies for graduate education in gerontology

**Objective 2:** discuss strategies to overcome logistical and engagement challenges in conducting collaborative learning experiences for students from health professional schools and creating a stable steering team

**Objective 3:** learn assessment strategies to evaluate student learning outcomes in interprofessional training experiences

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Taking the Show on the Cyber-Road: Making Aging Studies Relevant Using Technology *Tamara Wolske*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Creating quality curriculum for optimal learning is a challenge best met with detailed planning and organizing of resources. Technology can serve to support or even lead innovation in teaching and learning. Students use technology daily in their personal lives and work. What better way to reach out and educate a new generation of professionals in aging worldwide than through digital applications? This presentation is designed to introduce methods and resources for incorporating technology to provide an enhanced learning experience about aging whether conducted in the classroom or in a completely online course.

**Objective 1:** Attendees will be able to determine the use for their courses and evaluate the benefit for their students from using technology resources to enhance teaching and learning.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Developing and Implementing Formative Program Evaluation Within a Gerontology Practicum  
*Andrea G. Zakrajsek, Charity Mack*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** With both university and external pressures to demonstrate programmatic success as well as recognition of the importance of student competency achievement, measuring student academic achievement in gerontology/aging studies programs is increasingly critical to programmatic formative evaluation (AGHE, 2014). Furthermore, practicums and internships in gerontology and aging offer the opportunity to assess student application of content knowledge gained within dyadic coursework (Karasik, 2009). This resource exchange will share one Aging Studies Program's work in developing formative evaluation techniques that are meaningful and efficient to measure student learning across three programs: an undergraduate minor in aging studies, a graduate certificate in gerontology, and a graduate certificate in dementia. The process undertaken in an attempt to understand students' application of content knowledge while working with older adults will be discussed. Furthermore, this presentation will share methods to evaluate student achievement, both quantitatively and qualitatively, in order to inform program evaluation. These formative evaluation methods draw largely on a culminating reflective assignment of student application of programmatic knowledge in a practicum setting that serves older adults. In addition, literature targeted at measuring student academic achievement, specifically in developing and using grading rubrics to evaluate reflective writing, will be discussed. The goal of this presentation is to share our experiences in evaluating student achievement in order to elicit dialogue among participants about program evaluation successes and learning opportunities in their own programs. References Association for Gerontology in Higher Education [AGHE]. 2014. Gerontology competencies for undergraduate and graduate education. Washington, DC. Karasik, R.J. (2009). Learning from internships in gerontology and geriatrics: Assessment and program evaluation. *Gerontology & Geriatrics Education*, 30, 300-316.

**Objective 1:** Through attendance of this presentation, participants will be able to discuss methods to measure academic achievement within a culminating practicum of an aging/gerontology program.

**Objective 2:** Through attendance of this presentation, participants will be able to describe qualitative and quantitative evaluation techniques for formative program evaluation.

**Objective 3:** Through attendance of this presentation, participants will be able to share successes and learning opportunities in measuring student learning in their own gerontology/aging studies programs.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Translating Education and Research into Practice: A Look at What is Happening in Illinois With IGRAIN (the Illinois Gerontology Research Advancement and Instructional Network) *John Holton, Lydia K. Manning, Lisa Hollis-Sawyer*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** The daily production of research describing the needs of older adults at the state level involves considerable organization, communication, and implementation. The examination of issues touching the well-being of individuals over 60/65—health, housing, nutrition, exercise, employment, end-of-life care, financial exploitation—and from every quarter—government, faith-based institutions, business, media—are fueling an abundance of knowledge and information. In many states, such as Illinois, what remains absent in the current environment is the presence of an academic “voice” representing education and research and then translating the knowledge base of gerontology into practice and policy outcomes. The Illinois Gerontology Research Advancement and Instructional Network (IGRAIN) aims to be a platform by bringing together a statewide consortium providing faculty at higher education institutions and other interested stakeholders with opportunities to advance the study and teaching of gerontology. This resource exchange will provide attendees with an overview of IGRAIN and tools for implementation at their respective state level. Practice implications for older adults will be discussed.

**Objective 1:** After attending this session, attendees will be able to: identify different approaches to advance the study and teaching of gerontology on a statewide level.

**Objective 2:** describe different networking opportunities for aging-related professionals across a state to promote aging issues.

**Objective 3:** discuss insights regarding “barriers” and “opportunities” with the planning and administration of a statewide consortium of gerontology faculty, researchers, and practitioners.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** The Generative Community Research Center’s Life Writing Facilitator Certification Training: An Overview *Myra Sabir*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Attachment-Focused Integrative Reminiscence (AFIR) (Sabir, Kang, Henderson, & Pillemer, 2015) is a form of life review in which unresolved emotional experiences are recalled in order to examine and come to terms with certain elements of one’s past. As an integrative reminiscence intervention, AFIR research extends its already twenty-plus year evidence-base for improving physical, psychological, social, economic, and behavioral health across age, race, gender, culture, and social class. Participants have experienced gains in depression, perceived stress, asthma, arthritis, hypertension, t-cell counts, heart disease, alcohol use, smoking, interpersonal and family relationships, and more (Esterling, L’Abate, Murray & Pennebaker, 1999; Sabir, 2015; Sabir, 2016; Sabir in process; Smyth, 1998). Life Writing (an AFIR intervention) was developed by Myra Sabir from 1993-1996 as part of her master’s thesis at Emory University where the intervention won both the Jack Boozer Community Development Award (1995) and the Mary K. Mobley Award for Academic Excellence & Significant Community Concern (1996). Following the master’s degree, she administered the protocol for several years in Atlanta’s public housing, churches, and homeless shelters. The work eventually led to a Ph.D. in Human Development from Cornell University (special interest in attachment repair using narrative

interventions) in 2004. Following the Ph.D., Dr. Sabir administered the protocol to older adults in Harlem, NY as her Post-Doctoral Research at the Cornell Institute for Translational Research on Aging in 2006. Most recently, as a faculty member at Binghamton University, where the intervention won the 2015 Citizen Action of New York Phoenix Award, she has published *The Life Writing Workbook* under the pseudonym, Aihi, and conducted Life Writing interventions with local middle-aged and older African American men and women. Life Writing was recently featured on the Front Page of the regional Press & Sun: "Woman Shows How Writing Changes Lives Like Her's", April 23, 2016. Online: <http://www.pressconnects.com/story/news/connections/2016/03/31/stories-life-writing/81905888/> as well as in a short documentary titled *Human Investment*, winner of the 2016 NASW Media Award for Best Documentary. [https://www.youtube.com/watch?v=hRJs\\_Cly4Kk](https://www.youtube.com/watch?v=hRJs_Cly4Kk). This 90 minute workshop will place particular emphasis on reminiscence around attachment themes. Teaching methods will include story-telling, discussion, skills practice, and actual engagement with the Life Writing process. Participants will leave with a greater understanding of AFIR theory and how it is applied; increased appreciation for the narrative principle in human service; enhanced skills for conducting Life Writing interventions and narrative interventions in general; and a phenomenological sense of the immediate and lasting impact of AFIR.

**Objective 1:** Participants will leave with a greater understanding of AFIR theory and how it is applied.

**Objective 2:** Participants will leave with an increased appreciation for the narrative principle in human service.

**Objective 3:** Participants will leave with enhanced skills for conducting Life Writing interventions and narrative interventions in general; and a phenomenological sense of the immediate and lasting impact of AFIR.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Developing and Implementing an Interprofessional, Team Based Aging Course: Lessons Learned *Jim Tift*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** During the 2014-15 academic year, an interprofessional faculty team was convened to provide direction and make recommendations for the development of an interprofessional, team based aging course to be offered beginning in the fall of 2015 in the School of Health at St. Catherine University. This session will outline steps gerontology faculty can take to develop an interprofessional education (IPE) and aging course, describe a strategy to incorporate AGHE and IPE competencies into the course and identify lessons learned during the course development and implementation.

**Objective 1:** Outline specific steps gerontology faculty can take to develop and implement an interprofessional, team-based hybrid course combining classroom, online and service learning components.

**Objective 2:** Describe strategies for incorporating AGHE's Gerontology Competencies with IPE Core Competencies for Interprofessional Collaborative Practice.

**Objective 3:** Identify lessons learned about course development and implementation, including information about a charter for faculty planning, a communication plan, IPE and AGHE competency identification, curriculum redesign, team composition and service learning arrangements for student teams working with community partners.

**Session Number:** 150

**Session Title:** Beach Campfire Resource Exchange 1

**Abstract:** Age Friendliness for All Ages *Rachel Filinson, Marianne Raimondo*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Age friendly initiatives center on building community that is optimally accommodating for older adults yet the best practice models are premised on “mainstreaming” strategies that allow benefits to be perceived and reaped across generations. To this end, transformations imperative to enable aging in place need to be shown to overlap substantially, or at least be compatible with those that are valued by the society at large. The Livable Communities for All Ages Learning Collaborative of the National Association of Area Agencies on Aging and the “Lifelong Communities” goals of the Atlanta Regional Commission are illustrations of the comprehensive approach to community change embodied in the age-friendliness movement. In recognition of common livability goals across the lifespan, younger adults have been recruited to partner in catalyzing change in a variety of ways. As examples, in Philadelphia, a network of young professionals act as age friendly ambassadors to the community, reinforcing the idea that the beneficiaries of livable communities are not solely older adults; in San Francisco, the aged and (younger) disabled constituencies have joined forces to promote environmental enhancements that are helpful to both groups; cities that offer businesses age friendly certification have relied on students to conduct inspections; a number of colleges, traditionally dominated by a younger demographic, have started conversations to develop intergenerational learning on their campuses. Rhode Island’s incipient efforts to foster age friendliness statewide have acknowledged the importance of framing the issue to extend beyond just its older citizens, utilizing the skills and interests of younger contributors, and ultimately grooming a future cohort of advocates. Activities to achieve these objectives have included: 1) Gathering and disseminating data to demonstrate the value that sustaining older adults in the community brings to all residents 2) Enlisting students in the needs assessment processes, by their conducting interviews with key informants, distributing surveys to older adults, and carrying out environmental audits of neighborhoods 3) Engaging graduate students in the design of a strategic plan through their review of best practice models within the state and across the country, involvement in planning sessions, and participation in a conference convening regional experts on age friendliness. This session will be devoted to discussing our shift from serendipitous to deliberate intergenerational perspective, the complexities of determining how wide to cast the net of potential allies, and the benefits and challenges of mentoring our legacy successors.

**Objective 1:** Participants will be able to explain mainstreaming strategies of age friendly initiatives.

**Objective 2:** Participants will be able to discuss benefits and challenging of framing age friendliness as a lifespan issue, utilizing younger contributors, and grooming a cohort of future advocates for age friendly community.

**Session Number:** 155

**Session Title:** Careers, Mentoring, and Service Learning: A Closer Look at the Gerontological Employment Landscape

**Abstract:** Linking School to Work: Service Learning in a County Government Program *Thomas M. Meuser*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** A large cohort of aging service professionals are retiring today at a time when demand for their services is increasing. In response to this workforce need, undergraduate and graduate programs are adding and revising certificate programs to engage students for careers in aging. New certificate programs must demonstrate tangible linkages between coursework and employment opportunities. This presentation will detail the formation of new, required service learning course for undergraduate certificate students: Social & Community Services for an Aging Population (GERON 2300). A two-semester pilot, funded by a seed grant from the Missouri Campus Compact, was conducted during the 2015-16 academic year. A graduate student completed a 200-hour placement with the St. Louis County Older Resident Program (CORP) in Fall, 2015, with the aims of interviewing stakeholders, reviewing onboarding and training processes, and potential "job" assignments. A report presented to County officials set the stage for a pilot offering of the course in Spring, 2016. Seven undergraduate students enrolled. These students attended on-campus classes on aging services and were vetted and trained as official CORP volunteers. All completed 30 hours of service by the end of the 16-week term, which culminated in a group debriefing. All left the course with a credential to add to their resumes and a felt sense for working with and for older adults in their community. This presentation will review the challenges and opportunities which emerged, and discuss how GERON 2300 will be a cornerstone of a revised undergraduate certificate program moving forward.

**Objective 1:** To highlight a pilot project whereby coursework was linked to a tangible service learning experience with a County Government partner.

**Objective 2:** To discuss challenges and opportunities associated with incorporating service learning in undergraduate gerontology education with an eye on workforce development.

**Session Number:** 155

**Session Title:** Careers, Mentoring, and Service Learning: A Closer Look at the Gerontological Employment Landscape

**Abstract:** Career Development Mentorship Among Gerontology Doctoral Students GELS *Chivon A. Mingo, Elisabeth O. Burgess, Heidi H. Ewen, Lydia K. Manning, Dawn Carr*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** The GELS project has been ongoing since 2006 and includes a wealth of data about students' experiences through their academic course of studies as gerontology doctoral students. Data have been collected from students and alumni, and longitudinally as students graduate, thus enabling assessments of change over time and comparisons by cohort entry. This presentation focuses on specific areas of faculty mentorship related to career development to answer the questions: How do students receive mentorship on planning for their intended careers? What do students perceive as the greatest strengths and weaknesses of mentoring in their programs? Our results indicate that students receive mentoring from both faculty and peers of their programs, but the satisfaction with their mentoring varies upon their confidence in their intended careers and their status as full or part-time students. We found that students' experience mentorship in areas of networking and professional service occurring most commonly near comprehensive exams. The majority of students experience mentorship in a dynamic, less formal way with the faculty. Further, students' views on mentoring differ between gerontology students and graduates. As students' perceptions of their own mentoring and that of their peers are dynamic, graduates' retrospective perceptions are static. Implications for mentoring, particularly mentoring for professional development, are that formal mentorship partnering and standardized advising protocols may be beneficial.

**Objective 1:** After attending this presentation, participants will be able to understand how mentorship is received by students enrolled in a doctoral level aging studies program.

**Session Number:** 155

**Session Title:** Careers, Mentoring, and Service Learning: A Closer Look at the Gerontological Employment Landscape

**Abstract:** Preparing for Careers in Gerontology: Aligning Educational and Employment Outcomes  
*Elisabeth O. Burgess, Jennifer C. Morgan, Candace L. Kemp*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** There is an increasing need, given population aging, to better prepare our workforce and population in issues of aging. Since the emergence of gerontology programs in the 1960s and 1970s, these programs have pointed to the aging imperative as a justification for funds and as a recruitment tool. In the current economic climate in higher education, the aging of the population alone is often insufficient to justify the continued funding of academic programs. Increasingly, academic gerontology programs, particularly at the master's and bachelor's levels, are being evaluated on career readiness and job placement. Using a case study approach, this presentation explores workforce development in aging at the master's level at Georgia State University. Despite being a well-established gerontology program with deep ties to the aging network in Georgia, we find that there is continued ignorance among potential students and future employers about the utility of gerontology education, particularly a master's degree in gerontology. The presentation will a) define barriers to transitioning to careers in aging, b) identify and share outcomes from degree program redesign efforts targeting applied master's students, and c) present findings from a recent survey of graduates and assess implications for career placement. We find that gerontology students/alumni identify integration of applied content, experiential learning, and partnerships with potential employers as valuable preparations for careers in

aging. As gerontology programs across the country struggle to find innovative ways to attract and retain students to the field of aging, our findings suggest that purposeful and meaningful changes to the curriculum can successfully align educational and employment outcomes.

**Objective 1:** After attending this presentation, participants will be able to evaluate how master's level gerontological education can better meet the needs of students entering the labor market and pursuing careers in aging.

**Objective 2:** After attending this presentation, participants will be able to identify barriers to transitioning to careers in aging.

**Session Number:** 155

**Session Title:** Careers, Mentoring, and Service Learning: A Closer Look at the Gerontological Employment Landscape

**Abstract:** Professional Development and Continuing Education to Enhance Supervision of Gerontological Social Services: Feasibility and Acceptability of the NASW/Hartford Supervisory Leaders in Aging Program *Daniel B. Kaplan, Barbara Silverstone*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Social services for older adults are instrumental in addressing vulnerabilities associated with aging. Yet, providers report needing expanded geriatric knowledge and better supervision. Despite the importance of supervision in the social work practice model, little provision is made in schools of social work to equip graduates with supervisory skills, and few practitioners have sufficient expertise in gerontology. This paper describes the development, national roll, and testing of a social work supervisor continuing education program. The program provides advanced training that enhances gerontological knowledge as well as supervisory skills in teaching and leadership. Positive outcomes from three pilot programs led to a 2015 expansion, funded by the John A. Hartford Foundation under the auspices of the National Association of Social Workers. Now called Supervisory Leaders in Aging, the program is being adopted and tested in four states, with plans for subsequent national implementation. Participating social work supervisors gain gerontological knowledge and enhance their teaching skills to guide practice with older adults and their families, strengthen their leadership skills in supporting interdisciplinary teamwork, and benefit from continued peer support, practice, research, and policy updates, as well as from numerous opportunities and events made available through the growing network of program graduates. Supervisory Leaders in Aging provides training on 10 essential topics, delivered in 5 full day workshops, scheduled biweekly over a 2½-month period. Workshops are led by seasoned educators and leaders in gerontological social work, who are selected from the local practice and academic communities near each participating NASW chapter. Significant investments were made to create implementation resources and supports to support successful adoption of this tuition-based program. Evaluations of the first round of training in four states demonstrate feasibility of program adoption among participating NASW chapters, as proven by successful staffing, planning, recruitment and enrollment, and facilitation of the program. Acceptability among participating program coordinators, faculty instructors, and enrollees was also demonstrated. Among the 72 participants who rated each of 10 workshops, 95%-99% offered "strong" or "very strong" agreement that the workshops

significantly expanded knowledge of the subject, that content was relevant to professional activities and appropriate to level of experience, that instructors were effective, and that they are likely to use what was learned in the workshop in future supervision and staff development efforts. Implications of this tested educational model for enhancing the capacity of the clinical workforce will be discussed.

**Objective 1:** Articulate the necessity of enhancing the capacity of the social services clinical workforce to meet the needs of older adults

**Objective 2:** Define the components of this professional development program.

**Objective 3:** Describe the research findings which demonstrate the feasibility of adoption and acceptability of participation for this continuing education program

**Session Number:** 155

**Session Title:** Careers, Mentoring, and Service Learning: A Closer Look at the Gerontological Employment Landscape

**Abstract:** The Current Job Market for Gerontologists: An International Perspective *Birgit Pianosi, Eric Schoenmakers*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** As society is ageing, experts from a wide range of professions will work with and for older adults, for example nurses who care for older patients, architects that build for older adults and marketers who want to sell products to older consumers. Some of these professionals are specifically trained to work with older adults, some have a different training with a specialization in older adults or ageing, while others have an occupational training without specific knowledge on older adults or ageing. This is true for most industrialized countries, including those located in Europe and North America. In this study, the job market in the field of ageing/gerontology is explored internationally. Which jobs are being posted by employers using 'ageing', 'gerontology' or 'older adults' as one of their descriptions? Furthermore, which specific criteria are used to describe such professionals in gerontology areas, e.g. education (in gerontology), knowledge, skills, experience, and what are the rewards for these professionals? Also investigated are the kind of organization/services which are posting the job and in which area this organization operates, e.g. health care, social services. It is the goal of the study to explore and map job postings in the field of aging/gerontology internationally.

**Objective 1:** To describe the functions, responsibilities, and requested qualifications of professionals working in the field of gerontology.

**Objective 2:** To identify how having a degree in gerontology may effect job opportunities in the field of aging in different countries.

**Session Number:** 160

**Session Title:** Intergenerational Exchanges as Opportunities for Learning and Development

**Abstract:** Older Adults as Co-Creators of Education *Jan Jukema, Annelies Harps-Timmerman, Marjan Sliepenbeek*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Current and future cohorts of older adults demand a say in the kind and quality of services and products provided by industry, health care organisations, government agencies and any other producer or provider. The current AGHE framework of education acknowledges this explicit in one of the competences: III.3 PROGRAM/SERVICE DEVELOPMENT — Employ and design programmatic and community development with and on behalf of the aging population. In a congruent and coherent approach of education, structural collaboration with older adults in the development, realisation and evaluation of training professional gerontologists is logic. Hence, we developed a participation program that enables older adults, faculty, and students to collaborate in an applied gerontology program. In this participation program older adults act in roles such as: initiator, informant, referent, evaluator, and networker. This participation program covers different levels on (1) development, (2) realisation and (3) evaluation of education. The building blocks of this program are a sounding board of older adults; a critical friendship with an external network of older adults; and a support team of older adults. The members of this support team, approximately 12 older adults, contribute in different ways: as simulated clients, as real-life case examples in classroom or as co-referent of students' work on their bachelor thesis. Some of them are actively involved in a number of activities or weekly meetings. Currently we are in the process of improving older adults' structural collaboration in assessment and examination. Their collaboration is on different levels of developing and assessing tests. They receive a training aimed at improving their knowledge on testing and the program in general and their skills as an assessor. These older adults are involved in all different aspects of assessment and examination of a number of courses. We will highlight successes, barriers, some pitfalls, as well as enabling factors. In particular, we will pay attention to experiences as narrated by participating older adults and students.

**Objective 1:** Create an image of a structural collaboration with older adults in the development, realisation and evaluation of a curriculum

**Objective 2:** Discuss the possibilities of older adults in different aspects of assessment and examination in a program

**Session Number:** 160

**Session Title:** Intergenerational Exchanges as Opportunities for Learning and Development

**Abstract:** Undergraduate Social Work Students and Grandfamilies: A Practicum Mentoring Program  
*Christine Fruhauf, Angela N. Mendoza, Pamela Bishop*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** The foundation of undergraduate social work education is to teach students basic skills when working with individuals and families. A course at Colorado State University, where students learn and practice these skills is a practicum whereby students are paired with a child/adult for two hours a week, over two semesters in a mentoring situation. In response to a local needs assessment with grandparents raising grandchildren, a university-community partnership was created to match

grandchildren with social work students during the 2015-2016 academic year. Out of the 40 social work students enrolled in the practicum, 11 students were paired with a grandchild. The purpose of this paper is to describe the practicum mentoring program and the feedback received from students, grandchildren, and grandparents. At the end of the course, all social work undergraduate students (N = 11) who were paired with a grandchild participated in a one hour focus group session. A total of seven grandchildren and four grandparents participated in a separate focus group and one grandmother participated in a one-on-one interview. All social work students stated they were thankful to have been paired with a grandchild, as they not only learned about youth, they also learned about aging and the complexities of grandfamilies. Some social work students commented that it would have been better to have learned more about the grandchildren prior to meeting them for the first time. Further, some students also commented that they wanted more direction from the grandparents on how to discipline their grandchildren, as some grandchildren's behaviors were difficult to manage. Grandchildren responded that they enjoyed playing games, being outside, and teaching their mentor a new sport. Grandchildren also stated that their mentor was fun and nice, but did not like when he/she got sick and could not meet with them. Finally, all grandchildren said that they trusted their mentor and did not like that they could not see their mentor anymore. Grandparents stated the two hours a week provided some respite for them and that they would enjoy having a student mentor again for their grandchild. Grandparents also stated it was nice to have a young person do things with their grandchildren that they were unable to do, such as riding a bike or roller skating. This practicum experience not only has the capacity to improve students' skills working with individuals and families, it also may improve the lives of the grandchildren and grandparents.

**Objective 1:** After attending this presentation, participants will be able to conceptualize how a mentoring program between undergraduate students and grandchildren can be implemented at their academic institution and explain how such a program can be beneficial to students, grandchildren, and grandparents.

**Session Number:** 160

**Session Title:** Intergenerational Exchanges as Opportunities for Learning and Development

**Abstract:** Innovations in an Intergenerational Society: First Experiences, Results and Learning Points of an International Bachelor Minor in the Netherlands: A Follow-Up *Tamara Mulders*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Introduction The 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 universities 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 is 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 (Akdeniz University of Antalya) and Portugal (University of Aveiro). This paper In this paper we will share with you the first experiences with the program and the results of this minor. And more important share with you the learning points from the first year in order to ameliorate the minor and to strengthen the program. 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 two modules, the content, the accomplishments by the students, the feedback from students, as well as faculty and partner universities discussionthe aims, the successes and lessons learned. Besides that we will invite you to give your insights and advices to strengthen the minor in the near future. \* This paper is the requested follow-up from the workshop presented at the AGHE meeting in Long Beach CA 2016.

**Objective 1:** In this paper we will share with you the first experiences with the program and the results of this minor. And more important share with you the learning points from the first year in order to ameliorate the minor and to strengthen the program. 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 two modules, the content, the accomplishments by the students, the feedback from students, as well as faculty and partner universities discussionthe aims, the successes and lessons learned.

**Objective 2:** The aim is to invite our professional partners to give their insights and advices to strengthen the minor in the near future.

**Session Number:** 160

**Session Title:** Intergenerational Exchanges as Opportunities for Learning and Development

**Abstract:** Game Changer: An Interprofessional and Multigenerational Carnival Activity for Stroke Survivors and Preschoolers in the University Clinic Setting *Iona Johnson, Nancy Rosenberg*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** In the university setting, we are faced with an increasing need to educate and train student clinicians to be able to work competently across disciplines, and work with clients who are diverse in age as well as levels of ability. We are also tasked with providing training opportunities that allow our students to dispel myths regarding aging and disability stereotypes, and value individuals for their abilities and worth. Clinical supervisors in speech language pathology and occupational therapy

developed a unique interprofessional and intergenerational activity that challenged graduate students in their prospective disciplines to work as a team in identifying the needs of both preschool children with developmental speech, language, and motor deficits, and adult stroke survivors with motor, language (including aphasia), and/ or social communication deficits. The stroke survivors (ages 60 - 75) were participants in our university Wellness in Stroke and Head Injury (WISH) program, and the preschoolers (ages 3-5) were clients in our Children's Therapeutic Preschool program. Both programs are part of the Towson University Institute for Well-Being (IWB), such that we were able to take advantage of the proximity of the shared facility. The result was a unique carnival activity, in which adult stroke survivors assisted in developing (several sessions), planning, setting up, and running the event. SLP and OT graduate students developed their skills in needs assessment to determine activities that were appropriate age and ability-level for preschoolers, while also considering the communication and ability level skills of the stroke survivors, and pairing them with an appropriate activity. Although we originally considered the intergenerational experience across two generations, we realized that it actually occurred across three (i.e. preschoolers, college students, and older stroke survivors). We describe the supervisory, training, and collaborative process for both students and supervisors across disciplines, including group problem-solving and decision-making. We also reflect on the challenges and lessons learned in the process, and provide reflective feedback from supervisors, students, and stroke survivors. Finally, we provide recommendations for a clinical training model that can be used to navigate the intricacies of the interprofessional decision-making and problem-solving process, and describe how this model can be applied to develop other intergenerational activities.

**Objective 1:** Identify cognitive, sensory and motor considerations in planning a joint event for stroke survivors and children with special needs

**Objective 2:** Describe academic and therapeutic challenges and benefits of implementing an activity for multiple generations in a university based clinical setting

**Session Number:** 160

**Session Title:** Intergenerational Exchanges as Opportunities for Learning and Development

**Abstract:** Implementing an Interdisciplinary Intergenerational Program Using the Cyber-Seniors<sup>®</sup> Reverse Mentoring Model *Skye N. Leedahl, Melanie S. Brasher, Erica Estus, Samantha Clark, Heidi Kotzian, Phillip G. Clark*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** The University of Rhode Island (URI) is strategically working towards engaging more students in service-learning and becoming more interdisciplinary across the campus to enhance student and research outcomes, particularly in the health professions. In higher education utilizing intergenerational service-learning has positively impacted older adults and students in health and aging-related courses (Andreolotti & Howard, 2016; Penick, Fallshore, & Spencer, 2014; Singleton, 2006). However, less is known about how effective this approach might be when implemented in an interdisciplinary manner and with reverse mentoring. Reverse mentoring is when younger adults provide support and knowledge to older adults. This approach has been used in business to help older workers gain technological skill or generational perspective (Murphy, 2012). After viewing the Cyber-

Seniors<sup>®</sup> documentary, an interdisciplinary group of faculty members from Pharmacy, Human Development and Family Studies, Sociology, Political Science, and Gerontology became inspired to implement the URI Engaging Generations Program to bring together college students and older adults using the Cyber-Seniors<sup>®</sup> reverse mentoring model. Students work with older adults to help them learn about technology, and students gain communication and teaching skills. As faculty members, we saw the value of the program in preparing future health and human service professionals to work with older adults, while also improving social connectedness and quality of life for older Rhode Islanders. Our program integrates service-learning components into existing courses/curricula within multiple majors and programs, develops University partnerships with community organizations providing services to older adults, and collects quantitative and qualitative information for program evaluation and research. This presentation will highlight our program implementation, best practices, lessons learned, evaluation methods, and benefits of participation for students and older adults. We will explain how we are actively partnering with different types of organizations, including Senior Centers, the Osher Lifelong Learning Institute (OLLI), and the Program for All-Inclusive Care for the Elderly (PACE). Pre/post test data from the first semester implementation of the program shows that a majority of students reported a higher age at which they think people "become old" after participating in the program and 89% percent of students (N=45) agreed with the statement, "I feel very comfortable when I am around an older person." Qualitative data supports that students are gaining confidence, patience, empathy, and problem-solving skills. Further, older adults have gained skills and confidence in working with technology and highly value meeting the students.

**Objective 1:** Describe how one intergenerational program can be utilized to meet the needs of different majors/programs regarding service learning, internships, and class projects.

**Objective 2:** Identify how students and older adults can benefit from participation in this type of program.

**Session Number:** 165

**Session Title:** Workshop - 45 min

**Abstract:** Integrating Student-Focused Career Plans Into an Undergraduate Gerontology Curriculum  
*Margaret M. Manoogian, Melissa Cannon*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** With pressures on universities to maintain or increase enrollment, keep tuition affordable, and offset low-levels of state support of higher education, the sustainability of academic programs in many American colleges is in question (Mitchell & Leachman, 2015). As a consequence, gerontology faculty members need to be concerned about the enhancement of curriculum offerings as well as the employment of their students once they graduate. Clearly, the increase in the older adult population offers opportunities for students to study aging and seek careers that serve older adults (Wesley, 2005). A concern for prospective gerontology undergraduates who seek jobs once they graduate, however, reflects the costs of their educations, increasing student debt load, and compromised accumulation of savings for later life. A gerontology curriculum can comprehensively offer students an aligned career development track that encourages them to: a) develop and refine career

skills; b) participate in paraprofessional experiences; and c) complete competency-focused opportunities over the academic path of the student. With a concrete and integrated curriculum that engages students, programs are strengthened, effective recruitment of new students increases, community partnerships are solidified, and programs become sustainable. For example, once students enter a gerontology program, a strong and integrated career program can help them to make career decisions that underscore what has been shown to be undergraduate priorities in employment: satisfactory benefits, personal gratification, enjoyment, and opportunities for serving others (Eshbaugh et al., 2013). This workshop offers AGHE members tools for integrating developmentally-based career plans into their programs from the moment students enter programs until they graduate and secure employment. This workshop will provide: An overview of career and student development theory that provides an anchor for curriculum planning and career education integration. Discussion of how faculty members can specifically help students throughout their academic programs to develop a refined career plan and process that enhances their academic experiences and increases their potential for gainful employment upon graduation. Dissemination of program ideas, forms, exercises, and assignments that help faculty become more knowledgeable about how to integrate workshop content into their academic programs. Eshbaugh, P., Gross, P., Hillebrand, K., Davie, J., & Henninger, W. (2013) Promoting careers in gerontology to students: What are undergraduates seeking in a career?, *Gerontology & Geriatrics Education*, 34:2, 150-160, DOI: 10.1080/02701960.2012.679373 Mitchell, M., & Leachman, M. (2015) Years of cuts threaten to put college out of reach for more students. Center on Budget and Policy Priorities. Retrieved from <http://www.cbpp.org/research/state-budget-and-tax/years-of-cuts-threaten-to-put-college-out-of-reach-for-more-students>.

**Objective 1:** After attending this workshop, participants will be able to understand how to help gerontology undergraduates create a focused career plan.

**Objective 2:** After attending this workshop, participants will be able to integrate career education across the curriculum to aid students in understanding and focusing personal career paths.

**Objective 3:** After attending this workshop, participants will be able to enhance job placement rates for gerontology students graduating with undergraduate degrees.

**Session Number:** 165

**Session Title:** Workshop - 45 min

**Abstract:** Entrepreneurial Behavior or Starting Your Own Business: A Dutch Perspective on Entrepreneurial Competences in a Curriculum for the Gerontologist *Annelies Harps-Timmerman, Jan Jukema*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** A Bachelor of Science Degree Program in Applied Gerontology in the Netherlands developed a sustainable and innovative program where students are asked to develop entrepreneurial skills. Ongoing changes in and an increasing demand on innovations of society expects competent professionals, regardless of their educational background, to be able to act as change agents. This asks for specific training in, amongst other areas, entrepreneurial skills. Our program in Applied Gerontology

emphasizes the development of entrepreneurial behavior. This behavior is conceptualized in one or two out of five of the central competences of the program: “seeing and using opportunities” and “developing age-friendly services and products”. Both competences are strongly related to the AGHE competence “Employ and design programmatic and community development with and on behalf of the aging population”. In our program the two competences are central in: (1) project classes where students practice skills, such as “Entrepreneurial professional: networking and profiling” and “Entrepreneurial professional: project management and co-creation” and (2) theoretical classes, such as: “Marketing for the aging consumer” and “Economics and aging”. In these classes students learn specific entrepreneurial skills, creating their own network and branding themselves. Beside these specific classes we start already in the first year of the bachelor program connection students to communities, (non)profit companies and organizations to perform real life cases, research and to create innovative service for and with older people. Customer/client participation and entrepreneurial attitude are the leading themes in this program. Students perform literature and market research, create with older people innovative (interprofessional) services and products, write essays, blogs and give (poster) presentations. The organizations are involved in marking the assignments and they can choose the winning theme. In this workshop we will start with an presentation about the entrepreneurial orientated competence profile of the program and its relationship with the AGHE competency framework. Some concrete examples how students can learn entrepreneurial skills will also be presented. After the presentation we work with the participants to create concrete examples of exercises to implement entrepreneurial skills in their own programs.

**Objective 1:** After attending this workshop, participants will be able to: Gain insight into an example of a Dutch entrepreneurial orientated competence profile for a professional Gerontologist based on AGHE's competency framework.

**Objective 2:** After attending this workshop, participants will be able to: Develop some concrete examples for their own gerontology program to be more entrepreneurial orientated.

**Session Number:** 170

**Session Title:** Workshop - 45 min

**Abstract:** Caring for the Caregiver Through Movement and Creativity: Dance Artists in Healthcare *Ilana F. Silverstein, Julia Langley*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** As we age, we tend to grow more fearful of the body in motion. This sentiment is reinforced by well-meaning professionals, friends and family, through comments like, “be careful not to injure yourself” and “you’re causing too much stress on your body.” Surprisingly, dancers are some of those most knowledgeable, highly skilled people when it comes to self-care and health promotion. Georgetown Lombardi Comprehensive Cancer Center’s Arts & Humanities Program knows this well and has fully integrated movement throughout Medstar Georgetown University Hospital. The hospital has undergone a culture shift where coworkers stretch together weekly and practice body awareness. This includes everyone from nurses in the ICU to the administrative staff. Sample activities integrating movement in the healthcare setting include: 5-minute stretch breaks for hospital staff, lunchtime yoga

for caregivers, and gentle seated stretch breaks in waiting rooms for anxious family members and friends. Even though the workday is full, time can be made at lunch, or during meetings, to move the body. Staff members learn effective coping strategies that keep them working at peak performance while minimizing stress. These strategies have been incorporated in staff retreats, hospital-wide “wellness days,” monthly hospital ambassador meetings, and nursing conferences. In 2015, a study was conducted at Georgetown Lombardi to determine the effects of live music on 20 nurses by collecting saliva samples for cortisol analysis and found significant improvement in job satisfaction and a reduction in physiological stress. A similar study is in process to research the positive effects of stretching on hospital staff. Dancers are especially gifted at bringing movement to staff. Dancers are skilled at intentional, graceful, balanced, rhythmic, powerful, expressive, complex, controlled, strategic, improvised, meaningful, and sequenced movement. The participants not only benefit from physical activity, but they also build connection with each other, exercise their memory, work their imagination with imagery, and practice new rhythms. The Lombardi program is an exemplary model for workforce development worthy of replication at other health care facilities, academic institutions, private companies, and organizations concerned about healthy aging. Physical health and creative expression are an essential piece of training for the new generation of gerontology and geriatric professionals. All of us rely on our bodies for balance, flexibility, strength, stamina, and stress release. Whether work requires repetitive movement, sitting at a desk, or standing in front of a classroom, intentionally moving will make us feel better and be more productive.

**Objective 1:** Participants will learn how movement experiences improve staff morale, retention, and productivity at Medstar Georgetown University Hospital based on scientific research.

**Objective 2:** After attending this session, participants will know three best practices for integrating movement into their workplaces.

**Objective 3:** Participants will expand their knowledge of dance applications and have a greater appreciation for the place of dance in the workplace.

**Session Number:** 175

**Session Title:** Workshop - 90 min

**Abstract:** More Than “Doing Us A Favor”: Strategies for Effective Partnerships With Community Organizations *Robert Applebaum, Suzanne Kunkel, Dawn Carr, Kerstin Gerst Emerson, Sarah J. Hahn*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** AGHE Workshop sponsored by the Research Education and Practice Committee of GSA and AGHE Many gerontology programs seek to enhance classroom learning with practical experiences in community organizations. But what’s in it for the community partners? Contributing to the education of emerging professionals in the field is a compelling motivation, but this altruistic goal often has to be weighed against higher priorities that compete for the time and effort an organization must invest in structuring and supervising a meaningful practical experience for students. Sustainable partnerships are built on explicit mutual benefits that can be established at the outset, reinforced through ongoing communication, and refreshed through periodic formal review. Gerontology programs with strong

community engagement can typically describe the value that they bring to the table with their partners. These contributions include tangible benefits such as student volunteer hours and research projects that result in a deliverable for the agency; intangible benefits include the value of structured and meaningful intergenerational relationships and building a stronger community. This workshop will describe some examples of partnerships between community-based and state organizations and Universities. Collaborations include a faculty-led, student-staffed applied research project for a local agency; a weekly arts program with nursing home residents with dementia; and an internship program with state agencies focused on projects that are driven by organizational need. The workshop will focus on approaches that are effective, and on the mistakes that helped to solidify those strategies. The workshop will conclude with the top ten tips for successful partnerships between the educational, research and practice communities.

**Objective 1:** Participants will gain a better understanding of the barriers faced in linking research, education and practice.

**Objective 2:** Participants will be provided with examples of innovative efforts to link research, education and practice.

**Objective 3:** Participants will come away with a list of tips for successful partnerships between educational, research and practice organizations.

**Session Number:** 180

**Session Title:** Workshop - 90 min

**Abstract:** Liberating Structures in Gerontology: Simple Changes to Unleash Creative Ways to Learn Together in Classroom and Community Settings *Cheryl L. Eschbach, Cory Bolkan*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** Conventional teaching structures and formats often fail to effectively engage individuals in active and creative learning. Traditional teaching methods can be either too constraining/passive (e.g., PowerPoint presentations) or too loose/disorganized (e.g., open discussions). These methods also tend to have a “top-down” approach that further restricts learner participation. Nonetheless, conventional methods tend to dominate classroom teaching as well as community workshops and trainings. As professionals in higher education call for the incorporation of more experiential and collaborative approaches alongside traditional didactic learning for adults, educators can benefit from exposure to new and effective strategies of engagement (Ramsey, Mendoza, & Weil, 2014). Group work in the classroom or in a community setting can be viewed as a form of collaborative learning, however, there are few specific resources or guidelines for innovative group work. Also needed are ways to effectively managing these types of activities in gerontological education and trainings. Successfully implemented collaborative learning strategies in groups need to be intentional, create respectful and meaningful exchanges among people, and maintain principles of equality. “Liberating Structures” (Lipmanowicz & McCandless 2014) are novel and simple methods that apply a “bottom-up and fringe-in” approach for engaging all participants in the learning process. The Liberating Structures framework provides over 30 different innovative activities for improving learner engagement and outcomes. These

are quick-to-learn, adaptable activities that can radically change how groups of any size interact and work together to address issues and solve problems. Liberating Structures spark inventiveness by minimally structuring the way we interact while liberating content or subject matter. These methods are best taught in a “see one, do one, teach one” sequence, and reflects how this workshop will be organized. We will provide participants with discussion and demonstration of how gerontological educators can capitalize on and implement Liberating Structures to enhance teaching and facilitate collaborative learning in any classroom or community setting. There will also be opportunities to practice several Liberating Structures activities. Finally, we will also share evaluation results from our research conducted at two different college campuses in which Liberating Structures activities were implemented to teach gerontological content. Evaluation results reflect learner outcomes (e.g., satisfaction with the group activities and self-assessment of gains in knowledge, productivity, and team engagement) as well as lessons learned and best techniques to help prepare participants for implementing these activities in their own settings.

**Objective 1:** After attending this workshop, participants will be able to describe the value in applying Liberating Structures to gerontological education and training settings in both the classroom and community

**Objective 2:** After attending this workshop, participants will have hands-on experience engaging in activities based on Liberating Structures principles and will be able to immediately apply these methods for their own use.

**Session Number:** 185

**Session Title:** Workshop - 90 min

**Abstract:** Death and Dying: The Elephant in the Room *Nancy D. Zionts*

Friday, March 10, 2017; 2:30PM-4:00PM

**Abstract Body:** The reality is that healthcare professionals are not well prepared to deal with death, dying, and grieving families. It is not a subject that is covered consistently in education for health professionals training to become doctors, nurses, social workers or therapists. And yet, many will agree that both palliative care and advance care planning are cornerstones of quality care for geriatric patients. That lack of exposure isn't serving patients, families, or professionals well. When matters of death and dying are taboo, patients' and families' care goals might not be honored. Invasive, costly treatments that do not extend life and diminish quality of life prevail. And conversations on the subject remain rare. While 80% of Americans would like to talk to their doctor about end-of-life care, less than one in ten actually do so, according to a survey conducted by the California Healthcare Foundation. And with CMS now allowing payment for conversations regarding end of life, we must face the fact that most providers are not prepared to do so in a meaningful way. How can you change that reality? The Jewish Healthcare Foundation has created and tested an eight-session extra-curricular Fellowship entitled, Death and Dying: The Elephant in the Room which takes on this key challenge. It allows participants (students from a range of graduate healthcare disciplines) to learn, visit, confront, and discuss the legal, medical, social, cultural, familial, and spiritual aspects of death and dying within a multi-disciplinary group in a low-pressure environment. The sessions include site visits, facilitated conversations, and

opportunities to practice and be critiqued on conversation skills. During the final session, Fellows also create a community action plan for next steps in their learning and practice. Modeled after JHF's Closure Community Conversations and curriculum, the fellowship includes those with backgrounds in social work, nursing, occupational therapy, administration, medicine, genetics, ethics, public health, pharmacy, communication, divinity, policy, and psychology. When asked why they voluntarily signed up for this course, to a person, the fellows expressed the desire to either supplement, or in many cases, have their only exposure to issues of death and dying in their formal education and training, stating that this fellowship offers experiences and skills that you can't get in a classroom. The fellows have come forward in the formative stages of their careers, and realize how important having these conversations can be. Come discuss how other programs can replicate this opportunity.

**Objective 1:** Describe how current healthcare education fails to equip healthcare professionals to hold meaningful discussions about death and dying with patients, families and colleagues.

**Objective 2:** Learn how to develop an interdisciplinary educational series to train healthcare professionals (existing and emerging) to hold meaningful conversations on dying and advance care planning.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** The Importance of Therapeutic Self-Care in Promoting the Safety of Older Adults in Home Care  
*Winnie Sun*

Saturday, March 11, 2017; 9:30AM-12:30PM

**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 over-arching 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:** To provide educational implications related to the role of health practitioners in improving client's therapeutic self-care ability to reduce the safety related risks and burden for home care recipients.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Improving Students' Attitudes Toward Working With Older Adults *Melissa Powers, Jacilyn Olson*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Professional preparation for Kinesiology students should include not only knowledge and skills building, but training that addresses the negative attitudes toward aging and working with older adults. Building on our past work, the purpose of this study was to determine if a single interaction with an older adult in a fitness setting can improve college students' attitudes. Participants in this study were students enrolled in a senior-level Exercise Programming for Special Populations course (n=23). In this course, students complete an educational unit on exercise and aging including a fitness testing experience. Attitudes toward older adults were assessed using Polizzi's Refined Aging Semantic Differential Scale (ASD) and the Attitudes Toward the Elderly Scale developed by the Student Assisted Independent Living (SAIL) project. Attitudes toward working with older adults were assessed using a scale developed by the SAIL project and modified for this project. We added a question asking students their willingness to work in a job where most of their clients were older adults (scale of 0 to 10). Dependent t-tests analyzed changes in attitudes before and after the fitness testing experience. The results indicated significantly more positive attitudes towards older adults following the experience for the SAIL scale ( $t = -2.48, p < .05$ ) with a trend toward significance for the ASD ( $t = 1.91, p = .07$ ). Attitudes toward working with older adults were not significantly changed ( $t = -0.74, p = .465$ ). These results are similar to past findings. The single experience does improve students' attitudes toward older adults, but not toward working with older adults. In the past, we have suggested two reasons for this discrepancy: the scale itself or the experience. To examine the scale, the results from the single question were analyzed regarding working with older adults and, similarly, found no change in willingness ( $t = -1.42, p = .171$ ). We should note that the average willingness to work with older adults before the experience was relatively high at just over 7 on a scale of 0 to 10. In summary, a single fitness experience with older

adults is sufficient to improve Kinesiology students' attitudes toward older adults; however, this experience does not improve willingness to work with older adults. We suggest exploring fitness experiences that require more one-on-one time with elders and developing a validated instrument for assessing attitudes toward working with older adults.

**Objective 1:** After attending this workshop, participants will be able to differentiate between attitude towards older adults and attitude towards working with older adults.

**Objective 2:** After attending this workshop, participants will be able to discuss the benefits of fitness-based service learning experiences on students' attitudes towards older adults.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Promoting Interprofessional Team-Based Care Competencies Through Simulation-Based Learning: A Global Aging Initiative *Amber S. McIlwain, Saje Davis-Risen, Tiffany Boggis, Ruth Zuniga, Rebecca Reisch, Jennifer Van Atta, Nicole Hacker, Edward Saito*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Increasingly, medicine is practiced in interprofessional teams that require proficient communication and mutual respect for all participants. Simulation-based learning, defined as any educational activity that uses simulation aides to replicate clinical scenarios, has emerged as an important tool in modern medical education. However, use of simulation-based learning strategies to promote interprofessional understanding of roles, communication skills, and teamwork remains in its infancy. A faculty team representing eight Schools from Pacific University's College of Health Professions piloted a simulation experience to prepare interprofessional teams of students to perform health screenings with frail older adults who reside in charity-funded homes in Nicaragua. The simulation experience incorporated a culturally sensitive interprofessional screening tool, an experiential component with a Spanish-speaking standardized patient, and a follow-up debriefing session with the team. Student self-reported outcomes on a post-simulation questionnaire indicated that the simulation provides a positive opportunity for students to learn more about each profession's roles, experiment with team-work strategies, and problem-solve collaboratively in a supportive and safe environment. Further research is needed to examine the efficacy of simulation-based educational strategies to promote interprofessional collaborative practice competencies.

**Objective 1:** After attending this session, participants will be able to describe how simulation-based learning can be used as an education strategy to promote interprofessional teamwork and collaboration.

**Objective 2:** After attending this session, participants will be able to examine the design, strategies, and tools used to prepare an interprofessional student team to perform health screenings specific to a marginalized older adult population.

**Objective 3:** After attending this session, participants will be able to discuss learning outcomes as measured by a post-simulation questionnaire.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Culture Change in the Nursing Home: The Relationship of Culture Change Constructs and Survey Deficiencies *Jolie Harris*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** In response to the anticipated growth of the over-65 age group and a demand for an altered approach of care delivery in long term care, providers have responded by implementation of culture change strategies. Support from the Centers of Medicare and Medicaid Services (CMS) has provided the impetus for tremendous interest and implementation of various culture change initiatives, but the research supporting the culture change movement has been limited. The findings from the presented study were derived from expanding the seminal work of Bott (2007a, 2009) utilizing the Kansas Culture Change Instrument (KCCI) to measure culture change. Bott's (2009) findings were compared to a Louisiana sample of nursing homes leaders using the KCCI instrument to explore the relationships between two levels of culture change (limited and extensive) measuring total culture change, the seven constructs of culture change (resident directed care, home environment, relationships, staff empowerment, decentralized management, CQI processes) and specified health deficiency categories. To explore a more in depth analysis of specified health deficiency categories, the scope and severity levels were analyzed for the relationship to the level of culture change (limited and extensive) and in relation to the seven constructs. Study results will be presented from the first designed study to classify a sample of Louisiana nursing homes into three levels of culture change and collect data using the KCCI instrument to measure culture change. This study expanded the review of deficiency variation to examine the difference in type of survey (annual versus complaint) and also offered a proposed model of the interrelationship of construct variables and deficiency outcome studies. Shier, et al. (2014) called for research on outcomes of culture change to determine the impact on quality and provide guidance to policy makers and providers. The authors noted the call for research is more than academic. Providers need evidence-based guidance for decision making and use of scarce resources; consumers need guidance for selection decisions; and policy makers and payers need guidance on promoting practice through regulation and reimbursement. The literature identified stronger culture change homes have lower deficiencies but the literature had not identified the number of complaint surveys and severity of these surveys as statistically significant differences (Bott et al., 2009; Grabowski, O'Malley et al., 2014). This additional information can direct research to identify processes that vary between the two clusters which impact complaint surveys and severity of the surveys.

**Objective 1:** The learner will be able to summarize the concept of culture change and the underlying constructs as it pertains to the nursing home setting.

**Objective 2:** The learner will be able to summarize the relationship of the level of culture change, culture change constructs and the impact on survey deficiencies in a sample of Louisiana nursing homes

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Preparing Residential Service Coordinators for Work With Low-Income Elders *Heidi H. Ewen, Andrew T. Carswell, Tiffany Washington, Kerstin Emerson, Matthew L. Smith*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Remaining in one's home (aging in place) is often difficult in physical environments that are not designed for seniors, such as subsidized housing units. Older adults are predicted to become a significant portion of subsidized apartment residents, yet these units are often ill-designed to support aging in place, and managers are not trained to deal with the unique legal, health, and psychosocial needs of aging residents. Our overarching question is: Can specialized training in aging for residential service coordinators facilitate aging in place in an oftentimes hard to manage living situation? To assess and promote older adults' ability to age in place in subsidized housing units, we propose the following educational intervention: Develop, implement, and evaluate training curriculum on aging for Residential Service Coordinators. Background: Despite the prediction that older adults will become a significant portion of subsidized apartment residents, managers are often not trained to address the unique issues and needs associated with their aging residents. We will develop a curriculum for preparing residential service coordinators with expertise in aging, health, and community navigation. Using the tenets of the Theory of Planned Behavior, we will develop a training curriculum that will: (1) deliver knowledge to residential service coordinators about community services, coordinated care, property management, and aging; (2) assess trainees' post-training self-efficacy in screening properties and residents and in facilitating services; and (3) assess intent to use training in low income senior housing. Goal: We propose to pilot, refine, implement, and evaluate a Health-Aging-Place Service (HAPS) curriculum to train Residential Service Coordinators (RSCs) who work in low- income, subsidized housing communities, specifically senior housing communities with Section 202 designations. This presentation will focus on the online curriculum that will include five modules on fair housing law, public health practice with older adults, technology applications to support aging in place, legal issues affecting older adults, and mobilizing community partners toward building and sustaining an aging-friendly community. This curriculum would be replicable across other housing communities, allowing for a new designation of Health and Aging Residential Service Coordinators.

**Objective 1:** After attending this session, participants will be able to (1) explain the roles of service coordinators; (2) identify specific needs of indigent senior citizens; (3) recognize areas for specific training of RSCs.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Leveraging Millennials' Communication Preferences to Prepare for Long Financial Roads Ahead *Julie Miller, Lisa D'ambrosio*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** In 2016 the Millennial generation surpassed the Baby Boomers to become the most populous generation in the United States (Fry, 2016). Much of the focus of gerontology remains centered around persons ages 65 and older, but it is crucial to extend conversations about aging to

young adults who are on their way to older adulthood. For instance, Millennials must navigate a financial life marked by the Great Recession, student loans, income inequality, and an uncertain future for Social Security (Brown & Caldwell, 2013; Corak, 2013; Hacker, 2008). Combined, the effects of educational achievement, employment, income, home ownership, and debt load all contribute to Millennials' financial health (Friedline & West, 2015). In order for financially-fragile young people to progress through their careers and into retirement with greater financial security, it is integral that they have professional sources of financial advice and that these sources be perceived as trustworthy (Friedline & West, 2015). Despite the fact that Millennials are currently infrequent users of financial advising services, they remain users of banks (including online banking services), college and workplace financial literacy/advising services, and loan advisers (Nielsen, 2014). It is crucial that professionals learn to speak the language of Millennials so that they can best support them in their quest for financial stability. As digital natives (Prensky, 2001), Millennials have behavioral inclinations toward web-based technologies, social media services, and mobile platforms (Nielsen, 2014; Pinchot et al., 2011). Multiple theories offer insight into these trends and explain the ways in which Millennials' communication preferences might carry over to their communication with social service providers, higher education faculty, staff, and administrators, and financial professionals. This presentation will describe findings from an MIT AgeLab survey of Millennials' communication preferences and suggest implications for practice and future research. Questions to be addressed include: How do Millennials' communication preferences affect the nature of their interactions with financial professionals? How do such communication preferences accentuate or exacerbate Millennials' financial behaviors around saving and spending? And finally, how might Millennials' communication preferences mediate changing trends in financial issues related to aging, such as student loans, Social Security, and the rise of defined contribution retirement plans? Implications of this research address ways in which financial professionals, social service providers, and higher education professionals can leverage Millennials' communication preferences in order to maximize their financial wellbeing as they plan for longevity.

**Objective 1:** After attending this session, participants will be able to explain Millennials' communication preferences using multiple social science theories.

**Objective 2:** After attending this session, participants will be able to contextualize Millennials' communication preferences within a broader discussion of their aging futures.

**Objective 3:** After attending this session, participants will be able to articulate the implications of this research for the recruitment and retention of students in gerontology programs in higher education.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Impact of Socioeconomic Characteristics on Health-Seeking Behavior of the Elderly in Beijing  
*Jinghui Hou*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Background: The ageing has become a serious phenomenon in China. The sixth national census figures show that the elderly over 65 years old account for about 8.87% in the Chinese total

population. This situation brings a huge burden to the medical and health system. Consequently, it is necessary to figure out the pattern of the elderly health-seeking behavior. Methods: This was a cross-sectional study of 2996 residents of Beijing (over 60 years-old). Information on health-seeking behaviors and socioeconomic characteristics was collected by face-to-face structured interviews conducted in 2015. Chi square tests and multivariate logistic regression analysis were employed to characterize health-seeking behaviors and their associations with socioeconomic factors. The predictor variables included age, sex, income, chronic conditions, and situation of the local health care system. Results: Our study find that there exists a statistical significant difference in health-seeking behavior among different socioeconomic status. Education and income have a significant impact on the choice of hospitals. In addition, the transportation and distance to medical institutions are also associated with the decision of care visits. Conclusion: The socioeconomics characteristics of the elderly show an impact on their health-seeking behavior in Beijing. Our findings suggest that Chinese government should provide comprehensive health insurance programs to the socio-economic backward groups. Keywords: health-seeking behavior, Beijing, socioeconomics

**Objective 1:** Objectives: This study mainly examined the impact of the socioeconomic factors on the characteristics of health-seeking behavior for the elderly in Beijing, China.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Attitudes vs. Knowledge About Aging: The Impact of a Brief Intergenerational Service-Learning Program *Andrea June, Carrie Andreoletti*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Intergenerational service-learning is commonly used in aging-related courses to create more meaningful learning experiences (Karasik, 2013; Roodin, Brown, & Shedlock, 2013). WISE, a brief intergenerational service-learning program, was developed and refined over several semesters to bring older adults in assisted living together with college students as equal partners (Andreoletti & Howard, in press). It was integrated into an undergraduate aging course where students and older adults met for three class periods over the course of the semester to discuss various assigned topics of common interest. Participants were organized into small groups, with one or two older adults, and four to six young adults per group. Previous investigations into the impact of the WISE program on reducing age stereotypes among students is promising, but is limited by the absence of a comparison group (Andreoletti & Howard, in press). Therefore, this paper examined the differences between aging-related courses with and without a service-learning component. Students enrolled in either Lifespan Development or Adult Development and Aging taught by the authors in Fall 2014 completed the Fraboni Scale of Ageism (FSA; Fabroni, Saltstone, & Hughes, 1990) and the Facts on Aging Quiz (Harris, Changas, & Palmore, 1996) at the beginning and end of the semester. Only students in Adult Development and Aging participated in the WISE program. Students in Lifespan Development (N = 41) ranged in age from 18-37 years old (M age = 20) and were 73% female, 85% White, and 54% freshmen. Students in Adult Development and Aging (N = 29) ranged in age from 19-28 years old (M age = 21) and were 79% female, 83% White, and 66% seniors. Independent and paired samples t-tests were performed on pre- and post-

test data respectively (T1 and T2). Results indicated that students in the Adult Development course scored significantly higher on the FAQ at T1, but FAQ scores in both courses significantly increased from T1 to T2. These findings are not surprising since Lifespan Development is a pre-requisite to Adult Development and Aging and students in both courses learn about aging. By contrast, there were no significant differences between classes on the FSA scores at T1, but scores were significantly reduced in only the Adult Development and Aging course at T2. Taken together, these results suggest that although aging knowledge improved in both courses, only those who experienced the WISE program demonstrated a reduction in ageism.

**Objective 1:** After attending this session, participants will be able to explain how the addition of a brief intergenerational service-learning program is meaningful in a course covering aging content.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Advancing Knowledge of Interprofessional Education Competencies and Polypharmacy in Older Adults: The Impact of a Graduate Interprofessional Clinical Immersion Experience *Deborah Cantero, Melanie Michael, Adrienne Berarducci*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Introduction and Objectives: Polypharmacy is an escalating concern for older adults, often leading to an increased risk of adverse drug effects, including cognitive and functional impairment. With an increasing older adult population, strategies to increase the knowledge, recognition, assessment and management of polypharmacy for health care professionals delivering care to older adults in the primary care setting are needed. This project, as a subcomponent of the Geriatric Workforce Enhancement Project (GWEP) at the University of South Florida, seeks to implement and evaluate the impact of a clinical immersion experience in advancing the Interprofessional Education (IPE) competencies and the American Geriatric Society Multidisciplinary Competency Domain #4 with focus on polypharmacy in the older adult. Methods: This project will be conducted in a prospective manner over a 14 week period from June to September 2016. Each clinical immersion experience will be 2-3 weeks in duration and will include 2 nurse practitioner students, 1 medical resident and/or 1 pharmacy student, forming a graduate interprofessional student team. A knowledge survey measuring the attainment of IPE competencies and polypharmacy will be administered prior to and at the conclusion of a focused educational intervention during each immersion rotation. Debriefing sessions will be conducted at the conclusion of each immersion experience to obtain student perceptions on the clinical immersion and polypharmacy content. Results: Data collection will begin in June 2016 and continue through September 2016. Quantitative data will include descriptive statistics and pre/post survey t-test measurements. Qualitative data will include a thematic analysis of student perceptions of the immersion experience. Conclusions: Ample evidence exists on the value of clinical immersion experiences in promoting student learning. Yet, there remains a paucity of literature focused on the implementation and evaluation of an interprofessional clinical immersion experience focused on polypharmacy in the older adult. This project seeks to address this literature gap and contribute to advancing knowledge.

**Objective 1:** Following the completion of this presentation, participants will be able to discuss the project results analyzing student knowledge of Interprofessional Education (IPE) competencies and the American Geriatric Society Multidisciplinary Competency Domain #4 with focus on polypharmacy in the older adult within an interprofessional clinical immersion

**Objective 2:** Following the completion of this presentation, participants will be able to discuss the project results analyzing student perceptions of an interprofessional clinical immersion experience.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Self-Administered Acupressure for Symptom Management Among Chinese Family Caregivers With Caregiver Stress *Agnes Tiwari, Lixing Lao, Amy Xiao-Min Wang, Denise Shuk Ting Cheung, Jerry Wing Fai Yeung, Zhang-Jin Zhang*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** While taking care of an elderly family member can be rewarding for some, a substantial body of evidence shows that family caregivers are at risk of emotional, mental and physical health problems arising from the complexity and strains of caregiving. Acupressure is defined as the application of pressure on the region of acupoints using hand, fingers or thumb. In a recent systematic review of the effect of self-administered acupressure for symptom management including stress, fatigue and insomnia, there were promises of positive effects and safety (Song et al., 2015). Thus, the proposed randomized wait-list controlled trial aims to evaluate the effectiveness of a self-administered acupressure intervention on caregiver stress, symptoms of fatigue, insomnia, depression, and health-related quality of life among Chinese family caregivers of elderly family members. It is hypothesized that the intervention group will have lower levels of caregiver stress, lower scores of fatigue, insomnia, and depression symptoms, and higher scores of health-related quality of life, compared to the wait-list control group. A total of 200 Chinese family caregivers who are the primary caregiver of an elderly family member and screened positive for caregiver stress and stress-related symptoms of fatigue, insomnia, or depression will be recruited. The self-administered acupressure intervention, which comprises of individual training in the form of home visits, follow-up and self-practice, consists of a total of 28 hours over a period of 8 weeks. The instruments to be administered include Chinese version of the Caregiver Burden Inventory, Piper Fatigue Scale, Pittsburgh Sleep Quality Index, Patient Health Questionnaire, SF-12 Health Survey, Health Economics Assessment and demographic questionnaire. This study will provide information about the effectiveness of self-administered acupressure on caregiver stress and stress-related symptoms of Chinese caregivers of elderly family members. The findings will inform the design of interventions to buffer the adverse effects of caregiver stress. In this presentation, the components that make up the self-administered acupressure intervention will be described. Also, the presenter will discuss how the effects of the intervention are tested. Song HJ, Seo HJ, Lee H, Son H, Choi SM, Lee S. Effect of self-acupressure for symptom management: A systematic review. *Complementary therapies in medicine.* 2015;23(1):68-78.

**Objective 1:** After attending this session, participants will be able to describe the components that make up the self-administered acupressure intervention for Chinese caregivers of elderly family members.

**Objective 2:** After attending this session, participants will be able to discuss how the effects of the intervention will be tested.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Amazing Veterans: Awe-Inspiring Veteran Program *Karen Elechko*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Coatesville VA Medical Center's Mobile Veterans Program (MVP) is an innovative patient-centered program. MVP brings VA care providers to Veteran Service Organization sites to offer Mobile AD care closer to the Veterans. The Coatesville VA Medical Center implemented MVP in 2014. The Coatesville VA Medical Center sends a team of VA care clinicians to eight local American Legion and/or Veteran of Foreign War sites four days a week. This approach is cost-effective and self-sustaining for future years and helps elderly and injured Veterans to benefit from structured care including cognitive and recreational activities as well as socialization in an informal environment. This community care-based mobile health strategy reduces distance barriers, improves access to and compliance with care, and provides support to family caregivers as well as empowering Veterans to remain independent and home-based, thus increasing their quality of life. The number of Veterans and their caregivers served are recorded. We assess the impact of the program on the goal of maintaining community residence, data is collected to assess risk for institutionalization. Caregivers for Veterans will complete the Caregiver Burden at the time of Program enrollment and quarterly thereafter. As appropriate, Veterans and caregivers are asked to answer a general satisfaction question of the Program which is rated with one rating it as poor and three rating the Program as outstanding. Data collected will be reviewed monthly Primary Care Executive Council meeting. Program success has been defined by our ability to initiate and maintain the program in eight locations, to provide the service to a minimum of  $n = 80$  Veterans and by a mean decrease in the Caregiver Burden for enrolled Program participants caregiver. The general satisfaction survey is used to help us hone our services to those activities that are most appreciated by Veterans and their families. Veteran's experience: A 65 year old male single Vietnam Veteran with a past medical history of bipolar disorder, nicotine use disorder, cocaine use disorder, chronic obstructive pulmonary disease, and two unsuccessful suicide attempts in February and March of 2014 was referred to this program by his VA primary care provider through his Mental Health Intensive Care Manager. The Veteran lives alone. Recently he spent a day observing the Mobile ADHC program. After the observation day he was questioned about his satisfaction with the program. The Veteran shared with the group, "A few months ago, I had plans (suicide). The plans failed. I'm very happy I failed in my plans because I now have a meaning for living. Yes, I love the program and will return". Since enrollment he has been more motivated and social. One month after his attendance, his friend committed suicide. The Mobile team and participating Veterans offered comfort and support to this Veteran. Since these interventions, the Veteran reports he really enjoys the program and reports that he no longer has suicidal thoughts.

**Objective 1:** After attending this session, participants will be able to understand how the Veterans Affairs (VA) Mobile Veterans Program (MVP) produces patient centered care in the community by increasing positive emotions, facilitating sleep, and calming the overactive brain.

**Objective 2:** After attending this session, the participant will be able to describe how the information in this course can be utilized to improve patient care and patient outcomes.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Sexual Health and Aging: Creating Hot Spots to Promote Safer Sex for Older Adults in Louisville, Kentucky *Lesley M. Harris, Rebecca Smith, Lori Paris, Marshall Kellner*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** A culminating project for Advanced Year Masters of Science and Social Work Students specializing in Gerontology at the University of Louisville partnered with the Volunteers of America (VOA) and the Kentucky Mental Health and Aging Coalition (MHAC) to develop an intervention known as "Hot Spots." Hot Spot boxes have been widely utilized in university dormitory settings to provide safer sex information and supplies to college students in discrete locations, but have never been tested for effectiveness in settings with older adults. With the dramatic increase of sexually transmitted infections (STIs) among older adults, along with 18% of new diagnoses of HIV being among adults age 50 and older, the goal of this project was to create preventative organizational measures to limit exposure to STIs and improve education. In addition, the purpose of this project was to further understand the sexual needs of the older adult population who participate in community-based service organizations, and to explore the impact of the Hot Spots intervention on 1) sexual health knowledge 2) HIV knowledge and 3) readiness for organizational change among key stake holders (i.e. older adults and employees of the organization). The students partnered with three community-based organizations, who were willing to host the Hot Spot boxes. All participants were provided education materials and supplies related to safer sex practices. Focus groups and surveys were administered older adults and employees of the organizations to gather qualitative and quantitative data at scheduled intervals over a period of six months. All Hot Spot boxes were located in a specific location and were restocked and checked regularly by the designated contact person for the site. The contents of the box included: condoms, internal condoms, lubricants, directive pamphlets for barrier methods, general pamphlets on consent and communication and other communicable STIs. Survey data and qualitative evaluation revealed multiple benefits from participation. The authors attribute the project's positive outcomes to its applied nature as well as the unique way in which it allowed students to engage with a need which was identified as a pressing issue in the community.

**Objective 1:** Describe how to create educational programs to promote safe sex in older adults and educate students on how to address specific issues with older adults and community-based organizations.

**Objective 2:** Identify how students and community coalitions can educate and inform consumers and professionals in the community about issues related to sexual health and aging.

**Session Number:** 190

**Session Title:** Poster Session 3

**Abstract:** Enhancing the Geriatric Workforce in an Underserved Area Using a Train-the-Trainer Model  
*Lourdes Guerrero, Daphna Gans, Regina Richter Lagha, Nancy Weintraub, Maribel Garcia, Brittany Barba, Wael Hamade, Zaldy Tan*

Saturday, March 11, 2017; 9:30AM-12:30PM

**Abstract Body:** Introduction: Riverside County is a large, underserved county in Southern California with a rapidly aging, ethnically-diverse population. The county is projected to experience a continuous shortage of trained geriatric healthcare providers. In response, the UCLA Geriatrics Workforce Enhancement Program (GWEP) partnered with Riverside University Health System and Riverside County Department of Social Services to develop and deploy training programs aimed at enhancing the local geriatric workforce and encouraging team-care through interdisciplinary and interagency collaboration. Methods: Using a train-the-trainer model, three distinct training sessions were held in 2016, each aimed at different groups of health professionals and paraprofessionals involved in geriatric care. Sessions were developed for those who had capacity to train others at their own agencies and desired to gain knowledge and skills in the care of older adults. All sessions provided knowledge-based and skill-based training in geriatric topics (i.e. aging, dementia, falls prevention), with an emphasis on interprofessional competencies. Participants were surveyed for their ability to provide training and assessed for attitudes towards teamwork and collaboration using the validated measure the Jefferson Scale of Attitudes Toward Interprofessional Collaboration (JeffSATIC). Evaluations consisted of post/retrospective-pre session assessment of gains in knowledge and confidence in performing skills. Results: Ninety-seven participants attended the three training sessions. They represented multiple disciplines including: nursing (29/97, 30%), social work (27/97, 28%), medicine (18/97, 19%), pharmacy (9/97, 9%), direct care workers (5/97, 5%), and other health professionals (9/97, 9%). Nearly all indicated capacity for training others at their own agencies (75/97, 77%). Average self-perceived levels of confidence in training others in the care of older adults following our training sessions ranged from moderate for social workers (N=21, M=3.9/5.0, SD=1.0) to high for pharamcists (N=6, M=4.5/5.0, SD=0.5). The JeffSATIC indicated participant openness and readiness toward teamwork and collaboration among participants (N=57, M=123.1/140, SD=14.0). Results from a series of paired samples t-tests indicated statistically significant gains in trainee self-reported knowledge about caring for older adults ( $t(81)=10.00, p<.005$ ), confidence in ability to care for older adults ( $t(35)=3.63, p<.005$ ), and ability to work as part of an interprofessional team ( $t(31)=6.52, p<.005$ ). Conclusion: A community based, train-the-trainer program may be effective in enhancing the knowledge, confidence and preparedness of health professionals to work in interprofessional teams while caring for the underserved geriatric population of Riverside County. Planned follow-up surveys will allow us to determine if these changes are sustained over time and whether or not trainees have instructed others using our materials.

**Objective 1:** Participants will understand how the UCLA GWEP implemented an interprofessional train-the-trainer program to increase team-based care of geriatric patients in an underserved area.

**Session Number:** 195

**Session Title:** Symposium

**Abstract:** Disseminating Geriatric Best Practices in Primary Care Through Interprofessional Team Training  
*Diane A. Hawley, Jennifer Severance, Rosellen M. Rosich, Sheila Shinn, David Fenn, Christine McKibbin, Catherine Carrico, Laurie Wright*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** Background: A geriatric workforce capable of carefully managing the complex medical conditions of older adults is of critical importance. The Health Resources and Services Administration funded the Geriatric Workforce Enhancement Programs (GWEP) to expand the geriatric workforce through interprofessional team training and to integrate geriatrics into primary care. This symposium presents cross-sector approaches to geriatric interprofessional training opportunities for rural, remote and underserved areas with unique focuses on leadership, transitions of care, and team-based care. The common goals of these programs are to transform primary care practices and prepare primary care providers to practice within a transformed system. Each program utilizes unique community relationship to achieve these goals. Methods: Three GWEPs in Alaska, Wyoming and Texas present strategic approaches to interprofessional training that reflect their respective cultural and historical contexts. Southcentral Foundation's Nuka System of Care and their Integrated Care Teams has partnered with the University of Alaska Anchorage, School of Allied Health in developing geriatric training which will create the next generation of leaders who will dramatically improve the systems of care that support the health and quality of care for Alaska Native Elders as well as older Alaskans. Through the Transitions Across the Continuum Teams (TACT) model, the University of Wyoming and its partner, Cheyenne Regional Medical Center, train primary care clinics in best practices to manage chronic conditions and to interface with the continuum of care settings. The University of North Texas Health Science Center, Texas Christian University's Nursing and Business Schools and the Area Agency on Aging of Tarrant County have partnered together to develop a ten-month Geriatric Practice Leadership Institute (GPLI). This program empowers primary care interprofessional teams to focus on their leadership skills, aging network services and population health goals to improve geriatric care with an improvement project in their areas of practice. Each program will address assets and barriers when providing training opportunities to build the next generation of leaders and in transforming geriatric systems of care, or primary care to include geriatrics, through interprofessional leadership teams. Evaluation results to be presented include outreach process improvement measures and pre and post measures of care, provider knowledge and confidence in care management of geriatric clients. Results: Interprofessional leadership team training addresses the needs of geriatric patients at the individual, community and population levels. Sharing critical resources and established networks allows partnerships to extend into rural, remote and underserved areas.

**Objective 1:** After attending this session, participants will be able to identify collaborative efforts within their own practice settings that integrate primary care leadership principles into geriatric education to meet the individual and community needs of an aging population.

**Objective 2:** After attending this session, participants will be able to describe innovative partnership strategies to enhance interprofessional training for a workforce that desires to focus on geriatric best practices.

**Session Number:** 200

**Session Title:** Employing Competencies to Enhance Gerontology and Geriatric Education

**Abstract:** Click and Care: Academic Integration of a Nursing Home Electronic Health Records System  
*Katie Ehlman, Janna Green, Gabriela Mustata Wilson, Julie McCullough*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** The Institute of Medicine Report entitled Retooling for an Aging America calls the nation to enhance geriatric competence across the healthcare workforce (Institute of Medicine, 2008). This initiative includes improving geriatric competence at the undergraduate and graduate health professions levels and specifically points to the necessity of healthcare workers developing skills to use electronic health records. Forty-seven percent of nursing homes in the United States (U.S.) currently utilize or are implementing an electronic health record (EHR) system (The National Nursing Home Survey, CDC, 2014) and this percentage is growing. A midsize state university purchased an academic license to a nursing home EHR system with the intention of integrating the EHR into multiple curriculums in its College of Nursing and Health Professions. An annual license to PointClickCare (PCC), a cloud-based EHR software, was purchased for 300 unique student users and to train 13 faculty members. PointClickCare was selected because it is the leading cloud-based EHR platform in the nursing home industry serving over 10,000 nursing homes in the United States, which represents approximately 60% of the market. Four major steps were followed in the efforts to integrate the nursing home EHR into the curriculum. First, the initial feasibility of integrating the EHR in the academic setting was assessed and led by a faculty member whose specialty areas are in gerontology and long-term care administration. Second, course implementation of PCC was examined by three faculty members in the areas of gerontology/long-term care administration, health informatics, and dietetics. In this phase, a senior-level student intern assisted faculty members in EHR training and the development of course activity materials. Third, in the first semester of implementation, PCC was integrated into four courses in the College of Nursing and Health Professions reaching ninety students. Finally, the interdisciplinary team of faculty members involved in the nursing home EHR integration explored student outcomes, lessons learned, and the potential impact that this curriculum addition has on meeting the needs of frail older adults living in nursing homes.

**Objective 1:** After attending this session, participants will be able to discuss recommended steps to integrate a nursing home EHR into curriculums that include applications to gerontology and geriatrics such as health services, health administration, and dietetics.

**Session Number:** 200

**Session Title:** Employing Competencies to Enhance Gerontology and Geriatric Education

**Abstract:** A Model and Checklist for Competency-Based Service Learning in Gerontology *Janet S. Hahn*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** The experience of offering a gerontology service learning course for many years has led to triumphs and failures, challenges and successes. Gerontology students want to be engaged in the community with older adults providing service. They do not believe they learn from what they see as meaningless busywork or simple friendly visiting in a facility. They do not want to only be given exposure

to talking with older adults. Instructors and university staff struggle to find opportunities that provide service to the community and learning opportunities for students. This presentation focuses on a model that balances community service and gerontological learning as related to the AGHE Core Competencies. This balance is mediated by the interactions from the community partner host site. The model was developed after many candid conversations with students, positive and negative interactions with community partners, and conversations with university service learning leaders. This service learning course has been offered online as well as in a traditional classroom setting. This presents additional challenges as some students are not in the local area. The presenter will highlight the model of service learning success and a related checklist for preparing or modifying service learning opportunities in gerontology.

**Objective 1:** After attending this session participants will be able to use a checklist to develop or improve service learning opportunities in gerontology.

**Session Number:** 200

**Session Title:** Employing Competencies to Enhance Gerontology and Geriatric Education

**Abstract:** The Development of Project-Based Learning in Gerontology Education *Ronald de Pijper, Michel Duinkerke, Marianne Jacobs, Anne-mie Sponselee, Eric Schoenmakers*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** The educational program of Applied Gerontology in Eindhoven and Zwolle in the Netherlands developed a new competency profile for their undergraduate program. The underlying vision is that 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 fact, any domain in which older adults themselves are present. From September 2016, first year students in Eindhoven will start in the new curriculum, which is developed according to the competency profile and the corresponding body of knowledge and behavioral indicators to that profile. Within this new curriculum, a large part of the educational program in the first and second year is formed around project-based learning. The projects students will work on are real-world challenges and assignments, with actual stakeholders from the field. Examples of stakeholders are the municipality of Eindhoven, who would like our students to develop an analysis on how age-friendly their various neighborhoods are, or the realization of a project for the national day for the elderly. The underlying vision on education is that the student is central and directs his or her own learning process. In the project modules, we work with the guiding principles of the Social Engaged Action Learning (SEAL) method (Cornelisse, Ruyters and Speetjens, 2015). Within SEAL, the teacher has a coaching and guiding role, by engaging with students about the educational content and the learning process. Further, when students need knowledge on a specific subject, they offer timely and appropriate training. The teachers however also withdraw themselves to provide space for students to learn independently, and to prevent themselves from correcting mistakes students make, as students learn a lot from their own errors. Students, in their turn, shape their own learning process by reflecting on their role in the learning environment, by sharing knowledge, ask questions, provide peer-feedback, and give individual significance to the things that are learned. We will reflect on the process of the development of these project-based learning modules, by focusing on how we

trained the teachers, involved external stakeholders and constructed the education. Furthermore, we will report on the first experiences and evaluation of both students and teachers on how the first semester is perceived, as this evaluation will further develop project-based learning.

**Objective 1:** After attending this session, participants will have gained insight in the background and aims of project-based learning as designed by the SEAL method.

**Objective 2:** By attending this session, participants will be able to discuss their own practices and experiences with project-based learning and relate them to the other practices which will be discussed within this session.

**Session Number:** 200

**Session Title:** Employing Competencies to Enhance Gerontology and Geriatric Education

**Abstract:** Improving College Students' Knowledge and Attitudes Toward Older Adults: Incorporating AGHE Competencies into an Introduction to Aging Course *Barbara E. Harrison*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** This presentation describes the curriculum and outcomes for an Introduction to Aging course taught to college students who are pre-clinical health science students (nursing, nutrition, kinesiology). The curriculum is organized around the AGHE Category I core competencies for gerontology programs. As part of the AARP Age Friendly Communities Consortium, as well a part of the World Health Organizations Consortium of Age Friendly Cities, our university seeks to increase students' understanding of the increasing complexity and richness that aging brings to our society. Learning activities focus on experiential learning to illustrate aging diversity and richness. Students gather personal stories of challenges from a healthy, older adult, visit community based senior programs, and learn about the components of an Age friendly environment. Students learn about the challenges that face this population along with the adaptive strengths and resources that are an essential part of healthy aging. The session concludes by describing the challenges and rewards of educating pre-clinical health professional students to become the next generation of "age friendly" health professionals.

**Objective 1:** Participants will be able to describe learning activities that focus on experiential learning to illustrate aging diversity and richness.

**Objective 2:** Participants will be able to describe challenges and rewards of educating pre-clinical health professional students.

**Session Number:** 200

**Session Title:** Employing Competencies to Enhance Gerontology and Geriatric Education

**Abstract:** Improving Identification of Potentially Inappropriate Medications for Older Patients: A Preliminary Report of a Controlled Trial of a Value- and Preference-Based Prescribing and De-Prescribing Curriculum for 4th Year Medical Students *Huai Cheng, Elizabeth Bradley*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** Background: Prescribing is a fundamental skill for all clinicians. This skill is particularly important when clinicians treat older adults who have the age-related pharmacokinetics and pharmacodynamics, drug-drug, drug-disease interactions, polypharmacy, and comorbidity. Consequently, prescribing medications for older adults becomes very challenging, and its importance is covered in geriatrics competencies for medical students and one of 13 Entrusted Professional Activities (EPA4: Enter and discuss orders and prescriptions). The author developed a value- and preference-based prescribing and de-prescribing curriculum for 4th year medical students and tested whether this curriculum could help medical students to identify potentially inappropriate medications for older patients. Methods: This abstract describes a non-randomized, single blind controlled interventional study. All 4th year medical students were required to take a two-week geriatrics clerkship rotation and assigned to either the intervention (the author as a primary preceptor) or control group (other attending as a primary preceptor) alphabetically by their last names. The students who were assigned to the author as primary preceptor were defined as intervention group. All students were required to review 13 workshop-related articles 3-4 days before they came to the workshops and to attend two 1.5 hour-workshops 1) identify and prevent drug harms and 2) practice value- and preference-based prescribing and de-prescribing. The only difference of learning activities between the intervention and control groups was that the students in the intervention group received a structured teaching on medication review at the bedside and reported to the author. The hypothesis is that students in the intervention group will have better attitude, knowledge and skills (Kirkpatrick criteria 2a/2b) of value- and preference-based prescribing, identify more potentially inappropriate medications based on reviewing students' progress notes (Kirkpatrick criteria 3) than students in the control group. Progress notes were collected from geriatrics H&P, Electronic Medical Records or notes in word file or in emails. Results: One hundred and forty seven students participated in the pilot curriculum. Fifty-nine were assigned to the intervention and 88 to the control group. Students in the intervention group identified significantly more potentially inappropriate medications than students in the control group. Students had positive responses on two workshops. There were significant changes of attitude in value- and preference-based prescribing for older adults before and after training. Conclusion: Teaching 4th year medical students value- and preference-based prescribing and de-prescribing could significantly improve students' attitude and identification of potentially inappropriate medications for older patients in this single-blind controlled trial.

**Objective 1:** Be familiar with 4th year medical students' attitude on value- and preference-based prescribing and de-prescribing can be changed by training;

**Objective 2:** Discern significantly improving on 4th year medical students' identification of potentially inappropriate medications for older patients;

**Objective 3:** Apply the study design to their own educational intervention back at home institution

**Session Number:** 205

**Session Title:** Symposium

**Abstract:** Teaching Approaches to Understanding Heterogeneity, Inequality and Context of Aging *Phyllis A. Greenberg, Kathryn S. Elliott, Laura K. Donorfio, Rona J. Karasik, Kyoko Kishimoto*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** Diversity is a cornerstone of understanding all aspects of the aging experience. Educators are often challenged, however, to cultivate students' appreciation for the essentiality of heterogeneity within and throughout the rapidly growing and changing older population. Centering on the "Social Aspects of Aging" AGHE competency, this session focuses on ways that we incorporate elements of heterogeneity into our gerontology courses. These presentations reflect the multi-faceted context and nature of diversity. For example, Phyllis Greenberg will discuss the breadth of diversity and ways to bring discussions of intersectionality into the classroom. Kathryn Elliott will present a method for teaching students to conduct gerontological assessments informed by knowledge of cultural differences. Laura Donorfio will provide techniques used in an intergenerational lifelong learning class to combat students' stereotypical perceptions about "the elderly" as a homogeneous entity. Finally, Rona Karasik and Kyoko Kishimoto will reflect on the methods used and their experiences with employing an anti-racist pedagogical approach to teaching about aging. Together, these presentations provide a framework for helping students to develop competency in social aspects of aging, relating "social theories and science of aging to understanding heterogeneity, inequity and context of aging" (AGHE Competencies, 2014).

**Objective 1:** After attending this symposium participants will have a deeper understanding of heterogeneity and aging.

**Objective 2:** After attending this symposium participants will have additional strategies to apply concepts of heterogeneity.

**Objective 3:** After attending this symposium participants will have a broader understanding of the AGHE competency 1.4 Social Aspects of Aging: Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.

**Session Number:** 210

**Session Title:** AGHE Past President's Symposium

**Abstract:** To Infinity and Beyond: Planning for AGHE's Future *Donna Wagner, Marilyn R. Gugliucci, Suzanne Kunkel, Christine Fruhauf, Harvey Sterns, Edward F. Ansello, Graham D. Rowles*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** This symposium will focus on the future of AGHE. Key findings of a survey of AGHE stakeholders will be reviewed and each participant will provide a brief perspective on strengths, weaknesses and challenges facing the organization. We will then open up discussion to participants in the room to confirm and/or challenge assumptions made and to make suggestions that might not have been included in the survey findings or participants' remarks. A designated note-taker will record suggestions and perceptions and these will be circulated to AGHE stakeholders after the meeting as our discussions about AGHE's future continues in the Executive Committee, other AGHE committees and other stakeholders.

**Objective 1:** To share the key findings of the 2016 survey of AGHE stakeholders.

**Objective 2:** To provide leadership perspectives on the current state of AGHE and the opportunities for the future.

**Objective 3:** To provide a forum for discussion among audience members about AGHE's future.

**Session Number:** 215

**Session Title:** Workshop - 45 min

**Abstract:** Building the Case for an Age-Friendly Community *Margaret B. Neal, Alan DeLaTorre*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** The movement toward creating age-friendly communities – communities that are good places to grow up and grow old – is growing, with a key impetus being population aging. Successful efforts to encourage the development of an age-friendly community on the part of universities and/or other community organizations, however, depend on persuading local government, business, and community leaders that doing so is a good idea. We will describe a business case developed in concert with Grantmakers in Aging through a review of existing literature (academic and “gray” literature including policy reports and best practice reviews) and consultation with experts. Other than the growth in sheer numbers and proportion of older adults, which many leaders have yet to realize is occurring, there are economic benefits, social capital benefits, opportunities related to innovations in housing, physical infrastructure, health, and other benefits of creating an age-friendly community. Benefits presented and documented in the case include: (a) the value of attracting and retaining older adults (e.g., wealth retention/attraction, entrepreneurial activities, value proposition); (b) savings from improved health and well-being (e.g., through health impact assessment/cost of illness, examination of value of age-friendly infrastructure); (c) workforce development and productivity (e.g., through dispelling motivation/productivity myths, mentoring, human resources); and (d) contributions to the social sector (e.g., through knowledge transfer, volunteering, charitable contributions). The final product is a document that outlines the many benefits of age-friendly communities for individuals, businesses, policymakers, and other community leaders, as supported by empirical research conducted by academicians, government agencies, non-profit organizations, and corporations. Faculty and others involved in making the case for an age-friendly community can use the information presented, including the fully referenced document or the executive summary, to help business leaders and private sector investors, government officials and staff, philanthropists, other educators, civic groups, advocacy organizations, service organizations and providers, and residents themselves to take advantage of the resource that older adults represent and shape places that work not only for residents who are older now but also for residents across the life course.

**Objective 1:** To identify the various economic and social benefits of age-friendly communities.

**Objective 2:** To get tools and resources to help make the economic/business case in your community.

**Session Number:** 215

**Session Title:** Workshop - 45 min

**Abstract:** Age Friendly Environment: Age Friendly Transportation *Helen K. Kerschner*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** In order to be age friendly, a village, a NORC, a senior or an age integrated community must address the transportation needs of its older adult inhabitants. Transportation options that allow older adults to get where they need to go are central to their ability to age in place and enjoy an acceptable quality of life. Although driving an automobile generally is viewed as the most age friendly transportation option, research tells us that people tend to outlive their driving expectancy; and thus men and women will be dependent on community based transportation options for approximately 10 and 6 years respectively. Many communities offer a “family” of transportation options to residents who are transportation dependent, but availability alone does not guarantee age friendliness. This session will address age friendliness of transportation options with respect to availability plus four other important A’s (adaptability, acceptability, accessibility and affordability). As a group they constitute the 5 A’s of Senior (Age) Friendly Transportation. By using the 5A’s Calculator, the community seeking age friendly transportation, can provide important guidance to its transportation services and enhance the ability of older adult residents to get where they need to go. Not only will the session introduce and discuss the concept of the 5A’s, it also will enable the attendees to be aware of the practice of each constituent part.

**Objective 1:** to convey the importance of age friendly transportation for enhancing age friendly communities

**Objective 2:** to introduce the 5A's method of supporting age friendly transportation

**Objective 3:** to review elements of the 5A's as a transportation planning tool

**Session Number:** 220

**Session Title:** Workshop - 45 min

**Abstract:** Search for Good Life for and With Older People *Els Messelis*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** Researchers such as Bohlmeijer, Mies & Westerhof (2006) state that life stories are fulfilling the increasing social needs. The reflection of a person on his life could derive comfort, help youngsters and elderly to face restrictions, give meaning to their life and could contribute to good social contacts. Scientific research from i.a. Hortulanus, et.al. (2012) has shown that active art experiences also have a positive impact on the wellbeing of young but especially of older people. Good practices exist for life stories (i.a. through the life story Lab in the Netherlands and Belgium) and for art experiences (i.a. [www.langlevekunst.nl](http://www.langlevekunst.nl)). However, there are hardly any good practices where life stories and art can connect with each other in a way that the principles of positive psychology and Appreciative Inquiry are implemented, except for the initiatives in the LivingLab (University Windesheim, The Netherlands). In this living Lab Students learn principles of AI and try to answer the central question "what is good life for an older person in the district Assendorp?"

**Objective 1:** We train students in Applied Gerontology to work with Narrative Gerontology in general and with Positive Psychology and Appreciative Inquiry in particular.

**Objective 2:** We are implementing the principles of narrative gerontology, positive psychology and AI in a creative way (painting, music, poets, writing, ceramics, nature,...).

**Objective 3:** The third objective is to go to the metalevel and to learn them how to implement these principles in working with the older people

**Session Number:** 225

**Session Title:** Workshop - 90 min

**Abstract:** The Look Before You Leap: Learning About Translating Your Traditional Class Into the Online Classroom *Kristin Cole, Hallie E. Baker*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** They say "the world is your oyster", but when teaching on-line the instructor truly gets a chance to create the learning environment that we often are unable to do in a traditional classroom. In workshop, we are providing the tools you will need to create the class environment that you wish your students to learn in. Several things that you must keep in mind as you translate your traditional face-to-face class into the on-line learning environment. Key to the success of an online course is the ability to engage one's students while not over-working both the students and instructor. Learning about the best practices, where to go for more information, and advice are as important aspects of the presentation as well. Finally, new changes in how the Americans' with Disability Act (ADA) is being applied to online education along with other regulatory issues from the US Department of Education will be discussed to help faculty meet the challenges before issues arise. The session will consist of demonstrations, discussions, and times for questions and answers. By giving experienced faculty the tools they need, we seek to help them create an engaging online experience for their students while maintaining high academic standards.

**Objective 1:** Develop an understanding of how to translate a traditional face-to-face class to an online environment.

**Objective 2:** Learn about methods to engage students in the online classroom.

**Objective 3:** Understand and be able to adapt the course to meet American's with Disability Act and other requirements

**Session Number:** 230

**Session Title:** Workshop - 90 min

**Abstract:** The Inside Scoop: Achieving Success in Publishing in a Gerontology Journal *Judith Howe, Kelly Niles-Yokum, Jennifer M. Kinney, Rachel Pruchno*

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** This workshop is presented by the editorial staff of the Journal of Geriatrics & Gerontology Education, the official journal of AGHE, and the Editor-in-Chief of The Gerontologist, a publication of AGHE's parent organization, The Gerontological Society of America. It aims to provide information about these society journals and inform participants about the peer-review process, the role of the Editors, the Editorial Board, and the role of the manuscript reviewers in a double-blind review process. The Editors will share tips about being successful in bringing a paper from conceptualization to publication. They will discuss what is a "good" manuscript, the importance of "key words", and why a succinct but informative title is important. Participants will be encouraged to engage in discussion related to manuscript preparation and the peer review process. The session will give participants an opportunity to meet and talk with the editorial staff of Gerontology and Geriatrics Education and The Gerontologist.

**Objective 1:** After attending this session, participants will be able to discuss the peer review process and the role of the editorial staff.

**Objective 2:** After attending this session, participants will be able to define the tools needed help participants prepare manuscripts which result in publication.

**Session Number:** 235

**Session Title:** Workshop - 90 min

**Abstract:** *The Age of Love – A New Documentary on Seeking Love After 70* Steven Loring, Lydia K. Manning, Denise Brothers

Saturday, March 11, 2017; 11:00 AM-12:30PM

**Abstract Body:** This documentary screening and discussion offers a novel, real-life look into how our desire for new companionship and intimacy changes – or doesn't change – in later life. The film follows the humorous and poignant adventures of a group of Rochester, NY seniors who sign up for an unprecedented speed dating event exclusively for 70- to 90-year-olds. As they move from anxious anticipation to the event itself and then out on dates that result, each is spurred to take stock of a life-worn body and still-hopeful heart. By allowing typically-overlooked seniors to expose themselves as emotionally-intricate individuals, the film dispels ageist stereotypes, reveals how our core emotional needs endure over a lifetime, and presents an unexpected story of possibility and growth in later life – helping us redefine our world's booming older population. (The Age of Love has, so far, screened in over a dozen countries and has been translated into Russian, Polish and Portuguese.) For educators, the film offers an innovative tool that brings the topic of intimate, late-life relationships to life in classrooms by revealing attitudes and behaviors of a wide variety of over-70 singles as they reenter the dating scene. Following along through the participants' eager eyes, we first identify with these seniors as people – with needs and hopes familiar to any age group – and not as older adults in typical or chronic decline. Utilizing the film's concept of speed dating, educators will also learn how classrooms and local senior groups can partner to create 'senior dating/friendship' service learning events that allow both generations to share experiences and discover new perspectives on our lifelong search for love. The film

will be screened by the director/producer, who will lead a discussion outlining his own journey filming these older adults – all “20-years-old inside,” yet who felt profoundly invisible, who yearned for touch and who refused to give in to society’s outdated insistence that they were ‘beyond that’. Authors are also interested in presenting a follow-up workshop or Resource Exchange focusing on multi-disciplinary use of the film as a teaching tool.

**Objective 1:** Become familiar with an innovative film/teaching tool that introduces classrooms to the challenging, understudied topic of intimate relationships and needs among the world’s booming 70+ generation.

**Objective 2:** Better understand how single seniors view themselves in terms of social (in)visibility, desire for close companionship, and the urge to still seek and experience new emotional growth.

**Objective 3:** Discover ideas for creative service learning projects which, in partnership with local senior groups, incorporate the film’s speed dating/friendship concept to connect generations and change lives.

**Session Number:** 240

**Session Title:** Aging Well: Understanding the Importance of Initiatives and Research That Promote Well-Being for All Ages

**Abstract:** Intergenerational Teaching: Lessons Learned *Kimberly Farah, Joann M. Montepare*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Lasell College is a small liberal arts college in Newton, Massachusetts, with the distinction of being the first “age-friendly” intergenerational campus in the state and home to Lasell Village, a university-based retirement community. Lasell Village is also unique in that it features a formal, individualized continuing education program that requires residents to complete 450 hours of learning and fitness activity annually. To this end, residents take courses on-site at Lasell Village, enroll in semester-long courses at the College, and participate in intergenerational modules (one- to two-week activities in courses across the curriculum). With the rise in university-affiliated communities and other lifelong learning programs that involve intergenerational exchange, there is a need to explore the dynamics of intergenerational classrooms (Sánchez & Kaplan, 2014). Previous research has focused mainly on ways in which class activities impact younger students’ attitudes about aging and older adults. Less attention has been given to the nature of intergenerational classrooms, their challenges, and their impact on teaching and learning. At Lasell we are making a more concerted effort to examine what happens in intergenerational classrooms beyond attitude change. Our paper will describe issues that have emerged in several intergenerational classes we recently tracked – Lyric Poetry, Police and Society, World Percussion, Service-Learning to Make a Difference, and Whose Wellness. During the semester, faculty met to share observations, challenges, triumphs, and insights. In addition, both older and younger students completed pre- and post-course surveys about their class experience, and a focus group was conducted with older students (Village residents) at the end of the semester. Our presentation will highlight lessons learned in these intergenerational classroom regarding age-related individual differences, classroom dynamics, course design, and ageism. We will also discuss future

directions in the area of intergenerational teaching and learning in age-friendly colleges and universities (e.g., assessment, research gaps).

**Objective 1:** After attending this paper session, participants will be able to describe similarities and differences between traditional and intergenerational college classrooms.

**Objective 2:** After attending this paper session, participants will take away several ideas for ways to integrate intergenerational teaching into their classes.

**Objective 3:** After attending this paper session, participants will be able to apply several strategies to address challenges that may arise in intergenerational classrooms.

**Session Number:** 240

**Session Title:** Aging Well: Understanding the Importance of Initiatives and Research That Promote Well-Being for All Ages

**Abstract:** The Age-Friendly Cities Project in Bowling Green: A Narrative History *Hannah Ruggles, Dana B. Bradley*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** An age-friendly city is one that “encourages active ageing by optimizing opportunities for health, participation and security in order to enhance quality of life as people age. In practical terms, an age-friendly city adapts its structures and services to be accessible to and inclusive of older people with varying needs and capacities.[1]” Bowling Green was the seventh city in the US to join the World Health Organization’s Global Network of Age-Friendly Cities and Communities network and is currently in year three of a five-year project. The developments over the past two years have been guided by the principle that senior residents of Bowling Green are the experts and that changes made should target their key concerns. The changes that have been made or recommended to date are low or no cost and are implemented by diverse groups of community stakeholders with support from WKU Aging. This project aimed to summarize the efforts that have been made thus far in the Bowling Green Age-Friendly Cities Project. A narrative research method was used to identify, characterize, and document four key outcomes: The Gathering, the Over 50 Citizen’s Academy, the Society for Lifelong Learning, and the Senior Calendar Committee. [1] World Health Organization, *Global Age-friendly Cities: A Guide* (France: WHO Press, 2007), 1. PDF e-book.

**Objective 1:** To understand key components of an age-friendly community

**Objective 2:** To be introduced to appreciative inquiry research technique.

**Session Number:** 240

**Session Title:** Aging Well: Understanding the Importance of Initiatives and Research That Promote Well-Being for All Ages

**Abstract:** Changes in Physical Activity and Depressive Symptoms Among Chinese Older Adults *Zhaowen Cheng, Xujingzi Ye*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** The protective effects of physical activity on depressive symptoms among older adults have had conflicting results. The study investigated the effects of changes in amount of time for physical activity each day and purpose for doing physical activity on depressive symptoms among the elderly. Data came from Chinese Health and Retirement Longitudinal Study (CHARLS, 2011-2013) longitudinal data, a nationally representative sample. The analytic sample contained 1497 older adults aged 60 and above. The CESD-10 was used to measure depressive symptoms with a score from 0 to 30. We used multiple linear regression. Respectively, 14.7%, 25.1% and 29.6% of the elderly increased the amount of time each day for vigorous, moderate and low physical activity from 2011 to 2013. After controlling demographic and socioeconomic variables, when increasing the amount of time for vigorous or low physical activity, the elderly tended to have more depressive symptoms. However, when adding the purpose for doing physical activity (job demands, entertainments, exercise and other), we found compared to job demands exercise was significantly associated with less depressive symptoms. The purpose for doing physical activity might be much more important than the amount of time for physical activity to mental health of the elderly. When we encourage productive engagement among older adults, we should pay attention to the health results of the increase of work related physical activity. And we suggest that environment should be perfected to increase exercise participation for the elderly.

**Objective 1:** After attending this session, participants will be able to understand participation level and change trend of different types of physical activity among Chinese older adults.

**Objective 2:** After attending this session, participants will be able to understand the effects of changes in the amount of time for physical activity each day on depressive symptoms among Chinese older adults.

**Objective 3:** After attending this session, participants will be able to understand the protective effects of physical activity on mental health of the elderly may depend on the purpose for doing physical activity.

**Session Number:** 240

**Session Title:** Aging Well: Understanding the Importance of Initiatives and Research That Promote Well-Being for All Ages

**Abstract:** TryVent: Promoting Physical, Psychological, and Social Well-Being in Later Life *Amy A. Seiberling, Diane Martin*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Group physical activity is positively correlated with improved physical, psychological, and social health, resulting in an improved overall quality of life. Unfortunately, aging-in-place often limits access to information about the benefits of continued activity in later life, as well as participation in the types of physical activities that promote overall well-being. Communities across the country are

beginning to recognize the need to promote wellness among elders living independently. To that end, the Partnership for a Healthier Carroll County, Inc. (Maryland), in collaboration with many organizational partners, hosted TryVent- a community initiative designed to promote and celebrate wellness. The inaugural day-long event featured over fifteen events ranging from competitive activities (i.e., foot golf, swimming, and pickleball) to recreational activities (i.e., table tennis, kubb, and cornhole) and attracted nearly 150 participants from across the quasi-rural county ranging in age from 45 to 80+. The wellness theme was further supported by undergraduate and graduate students in the Gerontology programs at the liberal arts college which hosted the event. These students prepared educational materials in the form of posters and hand-outs to illustrate the importance of remaining engaged, eating well, and maintaining a healthy attitude in later life. These students also volunteered their time the day of the event, which promoted intergenerational interactions. The development and implementation of TryVent will be discussed, along with the challenges and future direction of this much needed community program designed to promote wellness in later life.

**Objective 1:** After participating in this session, participants will be able to identify campus and community partners to develop a community program designed to promote well-being in later life.

**Session Number:** 240

**Session Title:** Aging Well: Understanding the Importance of Initiatives and Research That Promote Well-Being for All Ages

**Abstract:** Communication Skill of Older Generation Depends on Their Hearing Capacity *Santa Misra*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** This paper is a part of one project under Center of Science and Technology, NAM S & T Center, India. Lack of a thorough understanding of how to adjust to hearing impairment and what can be done to facilitate the remedies for it, play a significant role in interactional issues between old people and the others around them. The study deals with exploration of remedies and strategies of old age problems with hearing impairments of Odisha in particular and of India in general ( N = 1600), by using CPH I, designed by Erdman and Demorest (1984).The assessment deals with different aspects of communication performance like, communication environment, communication strategies, communication experience , attitude & belief about hearing loss and the personal adjustment of others with elderly people having hearing impairments , based on Age ( 60-80)and gender relating to their degree (Mild , Moderate , severe and profound) and type ( Conductive, Mixed, Sensory-Neural and central loss) of hearing impairments . The study also aims to profile communication and psychological problems, of elderly persons with hearing impairment and to prepare a model as an example to the issue in providing facilitatory strategies for the solution of the problems faced by them.

**Objective 1:** The study also aims to profile communication and psychological problems, of elderly persons with hearing impairment and to prepare a model as an example to the issue in providing facilitatory strategies for the solution of the problems faced by them.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Getting Personal: Promoting Gerontological Identity Through a Graduate-Level Theory Course  
*Jennifer M. Kinney, Danielle Eynon Black*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Despite widespread dedication to social gerontological theory among academic faculty, infusing our students with similar enthusiasm and passion can be a challenge. This presentation shares the strategies we used to restructure “Current Perspectives in Gerontology,” a graduate level introduction to gerontological thought foundations. The overarching reason for restructuring the course was to make the course content more relevant to graduate students. In its previous iteration, the course was organized around four main questions (i.e., What does it mean to grow old? Why does the study of aging matter? What ideas underlie how we study aging? Why do people age in different ways?). The previous course emphasized key constructs, theories and perspectives in social gerontology, but lacked a higher-order structure. The new course begins by explicitly acknowledging students’ personal worldviews; introduces students to common lenses through which to consider aging (e.g., positivistic, critical, humanistic); and then uses these lenses and emerging paradigms in gerontology to explore and critique questions and topics in social gerontology. By the completion of the semester, students have been exposed to the major emerging paradigms in social gerontology; are comfortable with the multiple lenses that comprise the discipline; and have developed an appreciation for the traditional/historical generations of gerontological theory. Perhaps most important, students have begun to formulate their identity as a gerontologist that embodies their personal values and that will guide their future education, research and practice

**Objective 1:** Strategies for teaching contemporary gerontological perspectives and theory at an advanced level

**Objective 2:** Become familiar with tools and techniques to incorporate epistemological evaluation and lenses in the class

**Objective 3:** Ideas for assignments/opportunities to develop this knowledge and these skills.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Building an Interdisciplinary Museum Program for Individuals With Dementia: Working Together to Improve the Lives of Those Living With Memory Loss  
*Amy J. Plant, Marcelle Wilson, Amber Tisdale*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Museums and cultural institutions have sought to make their collections more meaningful, inclusive and accessible to visitors with special considerations for quite some time. In 2008, the Museum of Modern Art in New York City unveiled Meet Me at the MOMA, a program designed specifically to engage visitors with Alzheimer’s disease and dementia. Taking inspiration from this groundbreaking program and other sources, the Youngstown Historical Center of Industry and Labor is

working to create their own unique program to engage visitors with dementia and memory loss through an interdisciplinary collaboration between several departments at Youngstown State University. By integrating knowledge from these diverse fields and working across the disciplines, students learn to actively integrate coursework and develop the intellectual tools and practical skills that not only lend themselves to working with this specialized population, but also include nuances of memory and narratives from the past. A growing body of research suggests that through this type of program, cultural institutions can contribute to the well-being of individuals with dementia. In this presentation, we will discuss some of the right kinds of programs and exhibits to reach individuals with dementia, how to accommodate challenges to physical and cognitive health, and how students and faculty can work together to improve the lives of those living with memory loss. Other ideas for implementation that is designed to foster awareness, action and advocacy will also be discussed.

**Objective 1:** Explain the roles and contributions of differing fields in building interdisciplinary museum programming for individuals with dementia

**Objective 2:** Discuss ways in which students are able to integrate coursework and develop the skills and tools necessary to carry out successful dementia programming in cultural institutions

**Objective 3:** Converse on ways to foster awareness, action and advocacy through museum programming for individuals with dementia

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** The Voice of Staying Well: Focus Groups on Healthy Aging *Andrea L. Sidoruk*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Background: Wellness is a philosophy of well-being associated with lifestyle choices. The determinants of health include personal, social, economic and environmental factors. However, dimensions of health extend beyond traditional health care and public health sectors to include education, housing, and transportation. The concept of healthy aging is a combination of nutritious food choices, maintenance of a healthy weight, physical activity, regular check-ups and a positive attitude. Methodology: The focus groups were facilitated at The Neighborhood House, South Boston (n=13) and the Medford Senior Center (n=9). Seniors aged 65 to 85 years and older participated in a 70 minute discussion that included open-ended questions and a 15 minute written survey. Institutional Review Board (IRB) approval was granted. The project was part of the applied research seminar 325/355 gerontology undergraduate certificate program. Results: Demographics included income, marital status, health status, nutrition, ethnic group, activity level, mobility, accessibility, education, driving status and social connectedness. Thirty-two percent enjoyed excellent health and 64% mostly good health. Twenty-three percent participated in daily exercise. All participants tried to eat healthier with consumption of more fresh produce and less red meat. Participants consumed a variety of dietary supplements including calcium and vitamin D. The shopping and cost of food (economics) were concerns. There was apprehension about physical and environmental changes in the area's infrastructure. All participants stayed socially connected to family and friends through gatherings, meetings, emails and Facebook.

Conclusions: Wellness and healthy aging are accomplished by making appropriate healthy lifestyle choices with practical strategies and health prevention. Healthy living, great nutritional habits, intellectually stimulating activities and social connectedness may help with longevity. The dimensions of aging involve being mindful of caring for oneself as biological aging occurs. There is a great need for meaningful health promotion and prevention programs to be included in social and health policies to support healthy aging. Limitations and Implications: These findings have important implications to define health policies that include health and wellness programs for older adults. Our survey shows that healthy aging is accomplished through proactive strategies and health prevention programs. Considering the enthusiasm of participants more forums that support health promotion and wellness are recommended.

**Objective 1:** After this session, participants will discuss how community dwelling elders make lifestyle choices.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Service Learning in Gerontology Courses: Making Use of Technology *Tamar E. Shovali, Kerstin Gerst Emerson*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Suitable for introductory gerontology courses, reflective service learning can promote opportunities to explore values and misconceptions pertaining to aging and older adults. Many opportunities exist to work with local AARP offices and the AARP Foundation's Mentor Up program to plan, organize, advertise, and staff intergenerational service events. Mentor Up gives students meaningful opportunities to lessen isolation among older adults. One such Mentor Up program involves intergenerational technology mentoring in which students work one-on-one with older adults from the community to assist with basic technology use (e.g., texting, learning FaceBook, downloading applications, video chatting). Service learning objectives for this project include intellectual engagement, connection of academic material and service learning, constructive community engagement, civic responsibility, understanding social issues, communication skills, and collaboration. Recommendations for implementing this program as a service learning component in a gerontology course across several sessions (10 hours of reflective service learning) during the semester will be explained. Introductory materials, associated assignments, and grading sheets for meeting learning objectives will be provided. Additionally, a final integrative project will be described. This project requires that students design or develop an idea or innovation to advance or improve caregiving or healthcare deliver for older adult caregivers as part of the Tampa Bay Caregiver Accelerator, an entrepreneurial program. Students work in teams to complete digital video essays for a class YouTube channel that support their semester-long reflections from service learning. Digital video essays provide a reflective and creative form of scholarship for learning and self-discovery. Video essay samples, training guides, project guidelines, and rubrics will be provided.

**Objective 1:** Participants attending this resource exchange will learn how to partner with local nonprofit agencies to implement a technology service learning project in an introductory gerontology course.

**Objective 2:** Participants attending this resource exchange will learn how to implement digital video essay in place of traditional written assignments.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** An Alzheimer's Curriculum for Educating the Next Generation of Health Professionals *Tara Redd, Janet C. Frank, Natelege Swainson, Molly French, Linelle Blais*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** The next generation of public health professionals will need to be prepared to address a myriad of chronic diseases in an aging population. Among the most pressing, Alzheimer's disease is rapidly increasing in prevalence and impact, yet, most public health students do not learn about Alzheimer's disease and dementia in their coursework. The Centers for Disease Control and Prevention (CDC) and Alzheimer Association's "Healthy Brain Initiative: The Public Health Road Map for State and National Partnerships, 2013-2018" calls for competency-based education strategies and materials to prepare a competent public health workforce. "A Public Health Approach to Alzheimer's and Other Dementias" is a recently released curriculum from the Alzheimer's Association and CDC. The overarching purpose of the curriculum is to expose undergraduate students to population-health approaches to Alzheimer's disease and dementia as a multi-layered, growing issue. Developed by the Emory Centers for Training and Technical Assistance at Emory University, this publicly-available resource is located on both the CDC and Alzheimer's Association websites. This Resource Exchange will introduce the curriculum and its features, then evolve into a guided discussion of how the curriculum can be easily adapted for interprofessional gerontology education. A final creative brainstorming will engage participants in sharing recommendations for how to effectively disseminate the curriculum across health disciplines within undergraduate programs.

**Objective 1:** Identify the key components and intended audience for the "A Public Health Approach to Alzheimer's and Other Dementias" curriculum.

**Objective 2:** Describe how the curriculum can be adapted for use in interprofessional education within an undergraduate program.

**Objective 3:** Identify strategies to promote the adoption of the curriculum among gerontology and public health faculty as part of interprofessional education.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Encouraging Pre-Med Students to Consider Careers in Geriatrics by Incorporating Gerontology in an Introduction to Sociology Course for Pre-Med Students *Suzanne Macaluso*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** With the addition of a social sciences module to the MCAT, pre-med students are now encouraged (if not required) to take an introduction to sociology course during their undergraduate career. How can we make sociology feel relevant to the pre-med student? How can we use these 3 hours of course work to help shape future doctors to be more sensitive to cultural differences and the role of medicine in the pursuit of social justice? And, how can we encourage students to consider specializations in areas such as geriatrics? In this resource exchange I will share my experiences teaching a special section of introduction to sociology to a group of pre-med students. I utilize news articles, statistics, field trips, and guest speakers to help students understand the need for doctors specializing in geriatrics. In addition, through conversation and additional site visits I encourage students to think about the ways that culture and inequality contribute to physical and mental health conditions. My goals are to help students become aware of the variety of life circumstances that their future patients will come from to make them more empathetic and holistic practitioners.

**Objective 1:** After attending this resource exchange, participants will be able to identify teaching strategies beyond the basic lecture to help students connect with sociology and gerontology.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** A Framework for a Simulation Education Resource Center *Andrea R. Jennings, Dr. Robert Bonomo*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Educating gerontologists through traditional educational strategies can be challenging for educators in both academic and clinical settings. Gerontologists need to have an array of skills to deal with the complex healthcare needs of the elderly. Simulation training allows for providers and students to participate actively in a risk free environment in order to acquire new skills across the spectrum. There are very few frameworks in the literature to guide educators who are working in research units at hospitals to develop simulation activities and to understand the many benefits that can result from simulation based education. The mission of the Simulation Education Resource Center, which is part of a Geriatric Research Education and Clinical Center is to facilitate the development, planning, implementation, and evaluation of simulation education programs from a variety of disciplines focusing on the burden of infectious diseases and chronic illnesses of the elderly population. As part of the framework, the driving forces of simulation will be discussed, along with the design characteristics of a simulation activity. Design characteristics of simulation activity include program objectives, type of fidelity, specific protocols, practice guidelines, scenario outline, debriefing, and reflection. Clinical, education, and research implications are highlighted in the framework. Clinical implications include competency and supplemental training for all disciplines. Educational implications consist of simulation education fellowships and interprofessional simulation cases. Research implications entail reporting the effectiveness of simulation in improving clinical performance, investigating the effectiveness of simulation in improving patient outcomes, evaluating simulation designs, evaluating student satisfaction, and evaluating multisite simulation studies. Projected outcomes for clinical experiences include increased critical thinking, increased self-confidence, and increased skill performance. Increased

simulation education fellowship opportunities and increased ability for interdisciplinary teams to improve health care delivery systems are the educational outcomes. Finally, projected outcomes for research include increased documentation of positive simulation outcomes for students and patients, research evidence that contributes to translational science, and novel program development to meet current practice challenges.

**Objective 1:** After the session, participants will be able to discuss the components in the Framework for a Simulation Education Resource Center.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Interprofessional, Older Adult Visit: Medical Student as Debrief Facilitators *Jennifer Mendez, Matthew Weeks, Mai Sedki, Diane Levine*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** This session will highlight the results of medical student led debriefing sessions for 290 medical students who participated in an Interprofessional Team Visit (IPTV) at the homes of older adults. Third and fourth year medical students' facilitators were participants in the visits during their 2nd year in medical school and then volunteered to facilitate debriefing sessions. Interdisciplinary teams have become an integral element of the healthcare system. In order to provide high-quality care and prevent the occurrence of adverse events and medical errors, health care professional need to understand each other's roles, communicate effectively, and to work cohesively as a team. In an effort to address this issue, in 2010, Wayne State University (WSU) initiated an interprofessional education program into the existing curricula: Medical, Physical Assistant, Nursing, Pharmacy, Social Work, Occupational Therapy and Physical Therapy students conduct a home visit with older adults. In 2014 to further engage medical students in conversation about interprofessionalism and quality of care, a reflective exercise was added followed by a post-visit debriefing session. Previously these sessions were facilitated by faculty or residents. To provide opportunities for leadership development for medical students, junior and senior medical students were trained to lead debriefing sessions. Eleven medical students facilitated debriefing sessions. To assess the usefulness of the session for facilitators, a survey was created. 87.5% of the facilitators stated that they anticipated using the skills gained from this experience in the future. Additionally, 75% stated that facilitating this session was of benefit to them. Most facilitators used faculty-developed PowerPoint slides to prepare for the session. Student facilitators shared stories based on their experiences with older adult patients during clinical rotations to emphasize concepts. Overall, most student facilitators demonstrated a positive response to the experience and were willing to facilitate additional sessions.

**Objective 1:** Provide an opportunity for junior and senior medical students to lead debriefing sessions with second year students following a required Interprofessional Team Visit (IPTV) at homes of older adults

**Objective 2:** Determine what skills were used by the facilitators in preparing for the session and in leading the sessions

**Objective 3:** Determine the value of the debriefing experience to medical student facilitators

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Incorporating the Netflix Original Series, *Derek*, in the Gerontology Classroom *Sarah J. Hahn, Danielle Eynon Black*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Incorporating multimedia technology into the classroom is a widely used teaching strategy to engage students. Television shows in particular have been shown to support rich understanding of the classroom content, specifically by providing alternative viewpoints or applying the information to real world practices (Berk, 2009). Within gerontology, media usage has become popular to promote understanding of aging (Karasik, Hamon, Writz, & Moddu Reddy, 2014), as well as increase student's engagement (Curch, 2010). However, while other disciplines have remarked on the benefits of a specific show for instruction (e.g., *Simpsons*, *South Park*, *Mythbusters*), gerontology has yet to do the same. As such, this resource exchange examines the benefits of using the widely popular Netflix Original Series, *Derek*, within an introduction to aging course. To do so, the resource exchange offers a guideline of each season one episode, corresponding gerontological concepts discussed (e.g., ageism, stereotypes, death and dying, dementia, family and support), and classroom exercises.

**Objective 1:** After attending this resource exchange participants will have a stronger awareness of the benefits of using *Derek* in an introduction to aging course, including what each episode offers and corresponding classroom exercises.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Opportunities and Challenges of Integrating Gerontology Education Into Prevention Science Graduate Curriculum *Cory Bolkan, Eunsaem Kim*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** The nation's first doctoral program in Prevention Science was recently established at Washington State University (WSU) and is housed in the Department of Human Development, a lifespan program that includes a gerontology minor and certificate. Similar to gerontology, prevention science is a relatively young, interdisciplinary field that has developed rapidly over the past 40 years. The main goal of prevention science is "to improve public health by identifying malleable risk and protective factors, assessing the efficacy of preventive interventions, and identifying optimal means for dissemination...it's also the foundation for health education and health promotion, as well as preventive interventions" (Biglan, et al. 2011, p. 3). Prevention science, like gerontology, is also multidisciplinary by

nature (e.g., epidemiology, psychology, sociology, neuroscience). Historically, however, prevention scientists have focused primarily on children/youth. There is opportunity and need to connect both fields, particularly in the area of healthy aging. Future prevention scientists will benefit from gerontological education because implementation and evaluation of health promotion and prevention programs in later life are also necessary. Furthermore, gerontologists may also benefit from the core principles and frameworks of prevention science, as well as the emphasis on research methods to understand program and policy implementation of evidence-based interventions. WSU's doctoral program in Prevention Science is interdisciplinary and also includes the College of Communication, College of Education, College of Nursing, and WSU Extension. The program relies heavily on technology and videoconferencing to involve faculty and students from four campuses. Through coursework and research experiences, students are uniquely afforded opportunities to engage in prevention-related outreach activities in collaboration with a strong partnership with WSU Extension; this highlights the educational and training implications of active research programs. Although the integration of gerontological content into the curriculum remains in its infancy, program leaders are exploring new course development, guided by AGHE's Gerontology Competencies for Education. In this resource exchange, we will share a brief introduction to prevention science, as well as present the curriculum of the WSU Prevention Science doctoral program and goals for integrating gerontological content. Additionally, attendees are invited to engage in discussion regarding: (a) how/why bridges between prevention science and gerontology may be useful or not; (b) what specific gerontological topics/courses should be included in prevention science programs and vice versa; and (c) lessons learned from implementing an interdisciplinary, multi-campus doctoral program that incorporates a teaching emphasis on preventive interventions across the lifespan and translation of research to best practices.

**Objective 1:** After attending this resource exchange, participants will become familiar with the principles of prevention science and understand the ways in which the field aligns with gerontology, as well as how a closer integration of prevention science and gerontology can enhance both fields in teaching/training future health professionals and researchers.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Jigsaw Discussion: A Useful Teaching Strategy for Gerontology Students *Lorna W. Guse*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Jigsaw discussion is a teaching strategy where a general topic is divided into smaller, interrelated pieces (like the pieces of a jigsaw puzzle). Each member of a team is assigned to read and become an expert on a different piece of the puzzle. After each person has become an expert on their piece of the puzzle, they are asked to teach the other team members about that puzzle piece. Finally after each person has finished teaching, the puzzle will be reassembled and everyone on the team will know something important about every piece of the puzzle as well as the big picture. This strategy promotes students' responsibility for teaching and learning in the classroom, and it optimizes maximum engagement. This paper reports on a jigsaw discussion that was held in an interfaculty undergraduate course on the health and physical aspects of aging (an entry level introduction to gerontology) where

the general topic was ageism. As well as reading to become an expert, students were also assigned to view selected video clips. As the final step, students were asked to evaluate their teaching and learning about ageism through the jigsaw discussion.

**Objective 1:** After attending this session, participants will be able to plan and execute their own jigsaw discussion in the classroom.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** Innovations in Intergenerationality as a Pedagogical Tool *Elizabeth J. Bergman*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** This presentation will introduce three innovative course-based intergenerational projects conducted in the context of introductory undergraduate aging courses. The Let's Dream Together project brings together kindergarteners, 5th graders, undergraduate students, and older adults for a series of activities and discussions about hopes and dreams – for ourselves, our families, and our communities. Now in its fifth iteration, the Age on Stage project brings together undergraduate students and older adults in the production and performance of short, original musical plays. The StoryCorps project pairs undergraduate students and older adults for a series of discussions, culminating with a recorded StoryCorps piece made using the StoryCorps App and archived on the StoryCorps.me website. Learning objectives, logistical considerations, and outcomes of each project will be presented, woven together with an overall review of the pedagogical benefits and opportunities of intergenerational programming.

**Objective 1:** After attending this presentation, participants will be able to describe three innovative, course-based intergenerational programs.

**Objective 2:** After attending this presentation, participants will be able to articulate the benefits and opportunities of intergenerational programming as a pedagogical tool.

**Session Number:** 245

**Session Title:** Beach Campfire Resource Exchange 2

**Abstract:** The Co-Mentoring Project: Lessons Learned From Ten Years of Memoir Development *Renee' A. Zucchero*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Intergenerational service-learning is often used in gerontology and the social sciences. In service-learning, service is intentionally linked to course content with the belief that students will more effectively learn course content. The Co-Mentoring Project (CMP) connects undergraduate lifespan developmental psychology students and older adult volunteers for an intergenerational service-learning experience. Students conduct a semi-structured life review to obtain detailed biographical information.

Then they develop an academic paper that grounds the older adults' life histories in developmental theory and begin the older adults' memoirs. The CMP was initiated in the fall of 2005, with a shift in the service component to memoir development occurring in the fall of 2007. The author presented a resource exchange about memoir development at the 2010 AGHE meeting. Whereas in the previous resource exchange the author provided specific resources for memoir development, in the current resource exchange she will share lessons learned about supervising memoir development over the last ten years.

**Objective 1:** Participants will receive information about an intergenerational service-learning experience between college students and older adults, with particular emphasis on the author sharing lessons she has learned over ten years of students engaging in memoir development.

**Session Number:** 250

**Session Title:** Exploring Opportunities for Community Partnerships and Professional Training Programs

**Abstract:** 'Composing Ourselves, (Re)Composing Our Stories': Life Review Narratives of Older, Professional Men Coping With Involuntary Job Loss *Brian Hentz*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** The global financial crisis has caused scores of professionals to experience involuntary job loss. Unlike the case in prior financial downturns, men—especially older, professional men (i.e., those over age 50 whose employment requires a 4-year college degree)—are suffering their fair share of job losses (the popular press coined the phrase “mancession” to capture this phenomenon). To learn 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. A key finding from this study indicates that older men who cope adaptively with involuntary job loss perceived themselves as “narratives” with subsequent “chapters” to be written in their lives. Moreover, older men who remained open to new meaning making roles in their lives—what Rossiter (2007) calls “future selves”—did so in developmentally complex ways that helped them avoid “narrative foreclosure” (Randall, 2013). To sustain their narratives as they coped with unanticipated job loss in later life, study participants used prior life experiences to help them recall and honor their storied selves in ways that promoted creative responses and, in turn, promoted higher levels of cognitive well-being. Job loss in the early 21st century is especially challenging for older professionals trying to navigate their way through the uncertainties that underpin the emerging “gig economy,” and the particular types of narratives that men shared in this study spoke directly to these felt challenges. Narrative gerontologists, those charged with designing learning interventions (e.g., life review) that enable older adults to explore the interior and psychosocial aspects of aging, are increasingly tasked to help older adults re-examine their storied lives in contexts of uncertainty, for a range of interconnected phenomena in the early 21st century (e.g., globalization, projected aging boom) have rendered the traditional life course (and expectations of later life retirement) increasingly obsolete. Hence, to help nuance our appreciation of narrative gerontology as older adults cope with uncertainty in the early 21st century, this presentation will review the narrative types that promoted cognitive well-being and higher levels of resilience for participants in this phenomenological study. The presenter will use narrative analysis methods to review the types of

narratives study participants used, as well as identify the themes of narratives men used to cope adaptively with later-life job loss.

**Objective 1:** After attending this session, participants will be able to identify the types of narratives that older men use to promote resilience and higher levels of cognitive well-being, as they cope adaptively with involuntary job loss.

**Session Number:** 250

**Session Title:** Exploring Opportunities for Community Partnerships and Professional Training Programs

**Abstract:** The Expansion of a VA Interdisciplinary Team-Based Geriatrics Training Program to Indian Country *Judith Howe, Annette M. Atanous, Josea Kramer*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Of the 5.2 million people in the United States who currently identify as either American Indian (AI) or Alaska Native (AN), approximately 450,000 are age 65 and older. This population also has higher rates of poverty, poorer health, and greater difficulties in accessing high quality healthcare compared to the general 65+ population. Additionally, the number of older AI and AN Veterans has grown, resulting in an increased need for geriatrics trained specialists. Specific chronic conditions afflict Tribal Elders, including high rates of diabetes, cardiovascular disease, and prevalence of dementia. Tribal clinicians suggest that dementia in particular is under-recognized and is diagnosed at later stages in AI and AN communities than the general population. The U.S. Department of Veterans Affairs (VA) and the Indian Health Service (IHS) signed a Memorandum of Understanding (MOU) in October of 2010 to coordinate and share resources between VA and IHS in an effort to increase access to high quality healthcare. While IHS provides healthcare and prevention services to approximately 2.2 million AI and AN individuals, it has historically been underfunded and thus unable to fully meet the healthcare needs of the population. 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 older rural Veterans through an accredited 6.5 hour, in-person, interdisciplinary team-based geriatrics program. In February 2016, the RITT Program began its expansion to IHS sites in an effort to meet IHS's identified need for training primary care staff in the care of Tribal Elders. In preparation for the expansion, there was a multi-stage process that included interviews with key stakeholders; adaptation of all curricular materials to demonstrate cultural competency in Indian Country; and focused assessment tools and materials to reflect the health conditions and help identify specific geriatrics syndromes among Tribal Elders. Free learning resources are also shared with Indian Health providers, including access to an online Virtual Learning Community ([www.gerischolars.org](http://www.gerischolars.org)) aimed at primary care providers and staff. A total of 7 trainings are scheduled during 2016 at IHS sites with plans to further expand in subsequent years. This paper will describe the steps of the RITT IHS expansion from site recruitment, curriculum development and adaptability, team variability, evaluation, and honoring the culture of Tribal Elders and their healthcare providers.

**Objective 1:** After attending this session, participants will be able to understand the growing need to provide tailored, geriatrics education to Indian Health Service and Tribal Health Partner Clinics.

**Objective 2:** After attending this session, participants will be able to discuss the importance of cultural competency as it relates to geriatrics curriculum development.

**Session Number:** 250

**Session Title:** Exploring Opportunities for Community Partnerships and Professional Training Programs

**Abstract:** Connecting the Academy to the Field: The CEO Roundtable at the University of Nebraska Omaha *Julie Masters, Lyn M. Holley*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** For industries such as architecture, banking, real estate, retail services and even transportation, the relevance and potential of a degree in gerontology may not be immediately apparent. While the need of these industries for current and future employees prepared to work with an aging population is clear from the population demographics and often acknowledged, the connection between being prepared to work with an aging population and formal education in gerontology may not be. As gerontologists, we know of the value of a formal education in gerontology. To help bridge this gap, we convened a CEO Roundtable designed to familiarize senior level executives with the opportunities and challenges of an aging population through a series of interactive discussions and guest speakers. Fueled by an interest of our gerontology advisory board chair and other members of this group, we invited key businesses in our city and surrounding communities to first CEO Roundtable. Response to the first was overwhelmingly positive, and we have conducted a second, expanding the Roundtable to include the non-profit sector. This paper describes the development of the concept, the implementation of this programming and the results of the first two years

**Objective 1:** After participating in the session participants will be able to assess opportunities and potential effectiveness of conducting a CEO RoundTable for their program

**Objective 2:** After participating in the session participants will be able to describe a model for preparing for and implementing a successful CEO Roundtable

**Objective 3:** After participating in this session, participants will have an increased awareness of the need for measures to bridge the gap that exists among employers in many industries between acceptance of the widely acknowledged need for employees who are competent to deal effectively with an aging population, and the connection between formal education in gerontology and the ability to deal effectively with an aging population.

**Session Number:** 250

**Session Title:** Exploring Opportunities for Community Partnerships and Professional Training Programs

**Abstract:** Integrating Sex and Aging Into Pre-Professional Training *Jill J. Naar, Libbie Sonnier-Netto, April Few-Demo*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** As individuals live longer, continued sexual activity later in life is taking place (Lindau et al., 2007; Schick et al., 2010). Ageist stereotypes suggesting sexuality later in life is not important requires staff working with older adults to take part in training to increase their knowledge about adult sexuality as well as becoming nonjudgmental professionals. Education interventions can impact staff of all ages' permissiveness towards older adult sexuality attitudes (Bauer et al, 2013). Research shows younger and less experienced staff members have more restrictive and negative attitudes towards sexuality in later life; therefore, there is a need for more educational opportunities during initial entry into the workforce focusing on the sexuality of older adults (Bouman, Arcelus, & Benbow, 2007). We were interested in how we prepare Human Development majors to enter ageing related careers in our undergraduate curriculum. The aim of this study was to assess undergraduate students' attitudes toward aging and previous experiences interacting with older adults by analyzing how they might react as a staff member in a situation related to aging and sexual behaviors. We recruited 48 participants, the majority of them had previously enrolled in sexuality and aging courses and many had experiences interacting with older adults through their required field studies or volunteer activities. Participants were asked to complete two in-class activities that challenged them to be self-reflective about aging and sexuality and to imagine themselves in a role as a future administrator. The majority of responses focused on implementation of privacy policies and sex education for residents and staff. The most commonly cited concerns by participants were ensuring safety of residents and having a sense of humor. Some participants were fearful of the aging process for themselves, were more aware of ageism demonstrated by others rather than in their own responses, and felt protective of the rights of fictional elderly clients. Responses indicated that participants lacked an ability to construct detailed policies to address sexuality and sexual relationships. Preliminary findings revealed that we need to develop strategies to help pre-professionals approach sexuality in aging-related facilities. The next stage of our research includes training students to prepare community resources focused on sexual education for older adults and staff members working in gerontology. Findings will be presented from the pilot qualitative study and our next steps in building course content.

**Objective 1:** Participants will be able to discuss pre-professionals' concerns related to sexual behavior of community dwelling elders and potential approaches for development of community related resources on sex education for elders and staff members working in gerontology.

**Objective 2:** Participants will be able to discuss pedagogical approaches for integrating aging and sexuality into gerontological workforce training.

**Session Number:** 250

**Session Title:** Exploring Opportunities for Community Partnerships and Professional Training Programs

**Abstract:** Geriatric Community Care Teams: A Workforce Enhancement Partnership *Suzanne L. Weaver*  
Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** A Community Care Team (CCT) is a multidisciplinary team of health care professionals who specialize in caring for the older adult. Many older adults have multiple chronic illnesses, complex medical care and a lack of coordination of the bio-psycho-social aspect of disease prevention and management. When primary care practices are supported by Community Care Teams the elderly patient

receives care coordinated in a seamless manner by various members of different professions: registered nurses, pharmacists, social workers and behavioral health specialists. Team coordination of care builds a community support network for the older adult in areas of public health, social services, mental health and primary care. Enhanced communication and connection between the health community's infrastructure (community referral sites, nutritional counseling, food pantries, housing networks, hospitals, long-term care facilities, mental health and visiting nurse agencies, and aging organizations) focus on prevention and coordination of community support. Collaborative partnerships with the community service organizations, academia and health care networks leads to a more successful patient outcome. The partnership of a large health care network, Lehigh Valley Health Network (LVHN), and an academic institution, Cedar Crest College has led to an innovative approach to training future health care professionals. Lehigh Valley Health Network is a recipient of a Health Service and Resource Administration (HERSA) grant. The main component of the grant is focused on Geriatric Workforce Enhancement Program (GWEP) that will educate 550 clinicians and health care trainees. Besides existing LVHN professional staff the grant will also include residents, medical students, bachelor of nursing and social work students and geriatric certificate students complete specialized training, clinical rotations and internships in geriatric Community Care Teams. The goal is to have the undergraduate students learn first-hand how to work with older adults and how to function optimally in an inter-professional, collaborative practice model. Students will spend some of their time in general CCT, but will be rotated into specialized geriatric CCTs in the Lehigh Valley. The experience includes, home visits, team meetings, educational programming, seeing patients in the primary care office and assisting the patients with the use of medical avatars (tele-monitoring device) for medication reminders, medical appointments, lab work prompts and transportation arrangements. All students will keep a clinical journal and complete a case analysis. Students will list strategies and interventions to meet specialized needs of the geriatric patient during their clinical experience. The student will practice inter-collaborative practice skills and observe interaction between the multidisciplinary team. The educational partnership between a large health care network and an academic institution is an innovative training model for geriatric workforce training.

**Objective 1:** After attending the session participants will be able to define a Geriatric Community Care Team

**Objective 2:** After attending this session participants will be able to see the value of inter-professional training and collaboration in geriatric health care

**Objective 3:** Participants will be able to gain understanding of geriatric workforce enhancement programs between a health care network and an academic institution

**Session Number:** 255

**Session Title:** Exploring the Changing Landscape of Long Term Care Through Education and Practice

**Abstract:** Recruiting Dementia Caregivers for a Stress Study: Lessons Learned Through a Master's Research Project *Courtney Hull, Tina M. Kruger*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Providing care for someone with dementia can produce significant stress for caregivers. Nearly 60% of caregivers rate the emotional stress associated with their role as very high, which creates a costly, physical, and emotional toll for caregivers. In 2013, dementia caregivers accrued \$9.3 billion in additional health care costs of their own. Caregivers often experience tremendous burdens such as emotional, physical, and psychological stress. However, only 65% of caregivers have utilized at least one type of supportive service (i.e. individual counseling, support groups, respite care and educational training). Limited research exists that compares the efficacy of available supportive services and their impact on perceived stress among caregivers. The purpose of this master's thesis research study was to analyze and compare the supportive services utilized by caregivers to determine which service is associated with the lowest levels of stress. Many challenges were present in identifying and recruiting a sufficient sample of caregivers for people with dementia, as that population is decentralized and hard to locate – a problem many graduate students and other researchers may face. In this presentation, strategies for working through the Alzheimer's Association Trial Match, working with a variety of faculty on campus, and engaging the community at-large to recruit the hard-to-access population of caregivers will be shared. Graduate students and faculty who work with master's and doctoral students may benefit from this presentation and the recruitment strategies shared.

**Objective 1:** After participating in this session, participants will be able to identify strategies to recruit dementia caregivers to research projects.

**Session Number:** 255

**Session Title:** Exploring the Changing Landscape of Long Term Care Through Education and Practice

**Abstract:** Ethics, Aging, and Social Policy: The Brave New World of Health Reform and Long-Term Care  
*Mary Carter*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Following the 2010 passage of the Affordable Care Act (ACA), efforts to improve healthcare quality while controlling costs have led to vast and swift changes in the coordination of care across providers, with a particular focus on expanding access to long-term services and supports (LTSS) for older adults. Older adults report widespread desire for aging-in-place models with a focus on maintaining independence. Moreover, the goal to stay at home is increasingly recognized by healthcare providers as an important component of affordable and quality care. However, the swiftness of these policy changes and subsequent influence on the structure and delivery of services raises increasingly difficult questions about the ethics of aging-in-place given current paradigms of care. To date, little focus has been given to the increasing challenge of balancing autonomy and paternalism in the provision of LTSS to frail older adults in an era of increasing community-based care options. In response, this presentation draws upon an applied framework to provide an overview of the changing landscape of social policy and its impact on LTSS with a particular focus on emerging ethical issues encountered day-to-day by tomorrow's professional gerontologists. In particular, this presentation reviews (1) the ACA's impact on the delivery of LTSS, (2) discusses emerging ethical issues related to home and community based services (HCBS), and (3) reviews the strengths and limitations of existing ethical frameworks for addressing today's ethical decision-making dilemmas in an era of rebalancing long-term care.

**Objective 1:** By the end of this presentation, participants will be able to describe the ACA's impact on the delivery of LTSS.

**Objective 2:** By the end of this presentation, participants will be able to describe emerging ethical issues associated with LTSS, as well as identify the strengths and limitations of current ethical models for approaching these issues.

**Objective 3:** By the of this presentation, participants will be able to examine the issue of balancing autonomy and risk in an era focused on reducing rehospitalizations in depth.

**Session Number:** 255

**Session Title:** Exploring the Changing Landscape of Long Term Care Through Education and Practice

**Abstract:** Increasing the Knowledge and Agency of Certified Nursing Assistants: A Response to Serious Mental Illness in Long Term Care *Sara J. English*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** The majority of persons admitting to Long Term Care (LTC) nursing facilities enter with a diagnosis of mental illness, and the vast majority of these persons receive psychotropic medication to control symptoms and behaviors related to mental illness. Recent studies recommend alternative therapies as a response to mental illness. Reports to the World Health Organization (WHO) and the American Psychological Association (APA) promote alternative therapies, such as music therapy, art therapy, stress-reduction techniques, validation therapy and redirection as preferred responses to behaviors associated with Severe Mental Illness (SMI). Despite these recommendations, pro re nada (PRN) psychotropic medication is often chosen as a first response to residents experiencing symptoms and behaviors related to SMI. Certified Nurse Assistants (CNAs) have the greatest direct contact and opportunity to employ alternative responses; however, they often lack the training to actively respond to SMI. In addition, the rigid hierarchical culture of LTC facilities creates a learned passivity of response among CNAs, leading to a lack of motivation and the agency to, actively, respond to residents exhibiting acute symptoms related to SMI. This study explores whether specific training for CNAs regarding alternative therapies for use with residents who are living with SMI increases agency among CNAs and motivates active response which, in turn, leads to decreased use of PRN medication as a first response to SMI. Keywords: severe mental illness, long term care, certified nurse assistants, agency, staff training, alternative therapy, motivation.

**Objective 1:** After attending this session, participants will be able to understand the impact of increasing Long Term Care admissions for persons who are experiencing Serious Mental Illness.

**Objective 2:** After attending this session, participants will be able to explain how current regulations and guidelines contribute to the lack of understanding of Serious Mental Illness, as experienced by residents in Long Term Care.

**Objective 3:** After attending this session, participants will be able to discuss changes in policies and procedures which will increase the knowledge of Serious Mental Illness and increase the agency of direct care workers in Long Term Care.

**Session Number:** 255

**Session Title:** Exploring the Changing Landscape of Long Term Care Through Education and Practice

**Abstract:** Teaching Change Management in Long-Term Care: Using the "Force" *David G. Wolf*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Background: Implementation of major change initiatives is a challenge for long-term care leadership. The INTERACT™ (Interventions to Reduce Acute Care Transfers) quality improvement program (<https://interact.fau.edu>) is intended to improve the management of acute changes in condition and reduce unnecessary Emergency Department (ED) visits and hospitalizations of nursing home residents whenever safe and feasible. The program serves as an example of the importance of culture change when planning a major change initiative in long-term care. Purpose: To describe the experiences of 71 nursing homes undertaking implementation of the INTERACT™ quality improvement program. Methodology/Approach: As part of a larger study of the impact of INTERACT™ on rates of ED visits and hospitalizations, staff of 71 nursing homes were called monthly to follow-up on their progress and discuss any challenges and barriers they encountered over the year-long implementation period, as well as successful facilitating strategies. Their answers were recorded by members of the research team, coded and analyzed using the qualitative analysis approach described by Miles, Huberman and Saldaña (2013). Findings: Six major barriers to implementation were identified: the magnitude and complexity of the change, instability of facility leadership, competing demands, stakeholder resistance, scarce resources, and technical problems. Six facilitating factors were also reported: organization-wide involvement, leadership support, use of administrative authority, adequate training, persistence and oversight on the part of the champion, and unfolding positive results. Practice Implications: A culture change was reported to be necessary to successfully implement this multifaceted quality improvement program that impacts care practices within nursing homes. Key strategies to effect change include a well-designed plan for change, involvement of all stakeholders, administrative support including sufficient resources, thorough training, and continuous monitoring of progress toward full implementation and rewarding staff efforts, including frequently and consistently sharing data regarding the results of the change initiative with those involved.

**Objective 1:** After attending this session, participants will be able to demonstrate how Lewin's Change Theory can be applied to the complex world of long-term care administration

**Objective 2:** After attending this session, participants will be able to create an "implementation plan" to initiate a substantial organizational change within their facilities.

**Session Number:** 260

**Session Title:** Symposium

**Abstract:** GWEPs: Staging and Sustaining Interprofessional Geriatrics Education *Jeannine Nonailada, Beatriz Korc-Grodzicki, Cristine B. Clarke, Ellen Roberts, Jan Busby-Whitehead, Anna C. Faul, Joseph G. D'Ambrosio*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Background: In response to the shortage of healthcare workers with geriatric training, HRSA is funding programs to maximize patient and family engagement through Interprofessional Education (IPE) and practice change. Three Geriatric Workforce Enhancement Programs (GWEPs) describe the evolution of IPE strategies incorporating geriatrics into care teams in underserved areas of New York, Kentucky and North Carolina. Methods: MSKCC has an IPE including: physicians, nurses, allied health professionals, and leaders from community programs for underserved seniors ensuring cultural competence of materials. We employ Adult Learning Theory<sup>1</sup> connecting what is taught to what is relevant for learners. Additionally, Blooms Taxonomy of Learning<sup>2</sup> is used, including all domains of learning for a blended approach to instruction. Principles of community-based participatory research are used, inviting learners as stakeholders to guide educational content. UNC-CH builds upon informal IPE efforts that already existed on campus with six disciplines; adding medicine, dentistry and dental hygiene to a cross-curricular, case-based learning course. Humanities students are impartial observers evaluating cross-cutting themes in the experience. Maximizing the power of a Relationship-Centered Care (RCC) model, students construct IPE meaning after attending a multi-sensory nonfiction theater performance based on interviews with cancer patients, caregivers, and healthcare providers. UoL IPE follows Kirkpatrick's Training Evaluation Model<sup>4</sup> transferring learning from a training environment to healthcare work environments. The curriculum has online case based didactics, simulated Interprofessional Case Management (ICME) experiences, shadowing health care sites with reflective writing and in vivo rural primary care site infusion with ICME and reflections for interprofessional collaboration. Each profession is trained on the FLOURISH model providing patient integrated medical and social service treatment plans coordinated by a health care navigator. Results: Each of the GWEPs developed learning sessions and used rapid cycle quality improvement (RCQI) methodologies to implement Plan-Do-Study-Act (PDSA) improvements. Conclusion: GWEPs provide essential IPE education to health sciences students and older adults in underserved communities for multi-faceted health issues. These three models demonstrate how to initiate IPE programs, how to maximize the use of adult learning theory in IPE and how to expand IPE into the larger University system by harnessing the power of the arts. These strategies apply to any team effort aimed at enhancing patient, caregiver and providers' knowledge and growing the next generation of IPE trained geriatrics health care providers.

**Objective 1:** After attending this session, participants will be able to identify key components to design interprofessional geriatrics education within the context of their learning environment.

**Session Number:** 265

**Session Title:** Workshop - 45 min

**Abstract:** Seniors Want to Drive: What Gerontologists Need to Know *Anne Dickerson, Elin Schold Davis*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Driving is the most valued instrumental activity of daily living (Dickerson et al, 2012) and critical to maintain seniors' quality of life (Dickerson et al. 2007). While most older drivers are safe drivers, the increasing numbers of individuals with dementia has the consequences of potential danger to the individual and the public. This is unlike any other daily task – which may be potentially harmful for

the senior (e.g., getting burn while cooking, falling in the bathroom, medication mistakes), but does not impact other people. The difficulty for families and practitioners is that individuals with dementia believe they are good drivers because driving is such an overlearned skill. In fact, they are able to physically control the motor vehicle and follow long overlearned rules, but become unsafe when decisions need to be made quickly and competently. On the other hand, seniors with physical impairments are often told to stop driving when adaptations to vehicles and technology can compensate for many physical and visual impairments. It is therefore critical to make sure driving is not terminated too soon, since it is often the only method of transportation for seniors who want to “age in place” in suburban and rural areas where public transportation is often limited or nonexistent. Transportation, and specifically driving, is therefore an essential topic for gerontologists. This workshop will highlight the critical issues and information for gerontology educators to share with their students. Specifically, experts in driving rehabilitation will offer information: 1) to distinguish the levels of driving and implications for seniors, 2) to distinguish between the various types of "driving" services in order to get the "best fit", 3) highlight evidence based tools to use as driving screening tools, 4) offer a variety of potential tools for gerontologists to use with seniors and family members in terms of driving and alternative methods of transportation, and 5) best approaches to seniors and/or families when discussing driving. The new Clinician’s Guide to Assessing and Counseling Older Drivers developed by American Geriatrics Society will be highlighted. Case studies will be used to offer application of the information with facilitated discussion.

**Objective 1:** Explain the spectrum of driver services.

**Objective 2:** Describe why determining fitness to drive is a complex process.

**Objective 3:** Examine how gerontologists can enhance transportation options for seniors.

**Session Number:** 270

**Session Title:** Workshop - 45 min

**Abstract:** Rapid Assessment Instruments for Use Within Geriatric Care Plans for Palliative Care Patients  
*Maritza Madrigal, Cheryl A. Osborne*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** This workshop identifies ways to support older adults with chronic illness by utilizing geriatric rapid assessment instruments within holistic care plans and applying the Gerontology Core Competencies as a framework within a PC setting. Older at-risk adults with a chronic, life-threatening illness would benefit from home-based Palliative Care (PC) that includes a comprehensive, holistic assessment of the patients’ needs, strengths, and vulnerabilities created by a gerontologist. Currently, there is a critical need for gerontologists to be part of PC interdisciplinary teams (IDT), alongside social workers, nurses, and physicians. Examples of the implementation of various AGHE core concepts within a PC practice demonstrate how programs can be developed ensuring the advocacy of older adults and protection of their right to self-determination at the end of life. Gerontologists within PC practice can support social workers, who often lack geriatric-specific training in their educational curriculum, by creating comprehensive, holistic care plans that address individual patient goals for end-of-life

treatment. Patients with a chronic disease or a terminal illness face many options regarding the care and treatment they wish to receive. A gerontologist can explore a patient's motivation and values by implementing the concepts of Transtheoretical Model (TTM) Stages of Change through the use of Motivational Interviewing (MI). The conversation regarding end-of life-care would be created based upon the stage the patient is currently in (i.e., precontemplation, contemplation, preparation, or action) assuring it to be completely patient-centered. In subsequent meetings with patients and families, a reappraisal of those decisions would promote informed end-of-life planning and self-management of ongoing illness. Examples of how a gerontologist can provide interdisciplinary support within a Palliative Care and Hospice setting will be discussed.

**Objective 1:** Define the interdisciplinary role of a Gerontologist on Palliative Care Team and within a hospice setting.

**Objective 2:** Implementing the AGHE Core Competencies as a framework for a Palliative Care program.

**Objective 3:** Creating care plans that include geriatric rapid assessment instruments to aid patients and families with end-of-life discussions and planning.

**Session Number:** 270

**Session Title:** Workshop - 45 min

**Abstract:** Educating a New Generation of Professionals in Aging About Social Security: If Not Us, Who?  
*Judith A. Sugar, Erin Grinshteyn*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** Social Security is a critical economic and social program that affects all Americans—those who are beneficiaries (59 million) as well as their family members, workers who pay into the program (166 million), and everyone else through our national economy (approximately 9 million jobs, and \$1.5 trillion in economic impact annually). It was established, and has succeeded, in keeping millions of people out of poverty, particularly older adults who often no longer have the means to increase their savings or to continue to invest in a private pension (should they have one). Nevertheless, public surveys indicate that most people know very little about the program. In fact, uninformed, and even deliberately misleading, reports in the media have promulgated incorrect information that has convinced many that Social Security is going, or has already gone, bankrupt. This workshop has two parts: (a) the presentation of data from a survey of undergraduates on their knowledge about Social Security, and (b) a demonstration of ways to use existing educational resources in teaching about the program. The data were collected from a total of 240 undergraduates enrolled in an introductory aging course who were asked at the beginning of the semester to “write down everything you know about Social Security.” The majority of the students were juniors (30%) or seniors (60%). Among their short answers (typically one to three statements), students commonly noted that they have a Social Security number, and that it is taken out of their paychecks. Many also wrote that it is welfare for poor people, or that it is money that only retirees receive. Other responses indicated that there is a widespread belief that they are paying into a program that will not be there for them when they retire. The nature of these responses (with particular attention to the existing gaps in knowledge and inaccurate perceptions) informed the

development of educational materials, including facts and techniques, that will be discussed and shared with workshop participants. Better understanding the underlying a priori misperceptions drove the development of a curriculum to appropriately teach college aged students about this crucial program. If anyone is to be knowledgeable about Social Security, our students, future professionals in aging and certainly all who deal with older relatives and friends, must be at the top of the list. If AGHE institutions and their faculty do not teach and provide accurate information about the program, who will?

**Objective 1:** After attending this session participants will be prepared to teach a unit on Social Security, using new educational materials to address misconceptions and gaps in knowledge about the program.

**Session Number:** 275

**Session Title:** Workshop - 90 min

**Abstract:** Ending Ageism: How and Why Gerontology Programs Can (and Should) Be Part of the Solution  
*Jan Abushakrah, Michael A. Faber, Roger Anunsen, Jennifer Sasser, Judith R. Phillips, Bob Harootyan, Karen Kopera-Frye, Julie Siefert*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** This session is designed to identify the ways that we as professionals, within the field of gerontology, often unknowingly contribute to the problem of Ageism within our culture, and to explore ways that we can work together to end Ageism in all its aspects and manifestations. If we as gerontology educational professionals don't do anything to work to end Ageism, NO ONE WILL. The workshop is designed as a collaborative inquiry, featuring models, trainings, curriculum, programs, and other approaches the workshop organizers and participants are undertaking, while also examining some national programs, blogs and other efforts, which together can form a concerted campaign, with gerontology educators leading the way. This session, sponsored by the Community College Standing Committee, will: Examine the potential societal causes of Ageism including the roles that society as a whole, aging individuals, educators and professionals play in the perpetuation of aging related stereotypes and myths leading to Ageism. Explore possible solutions to the problem of Ageism and how we as educators, within the field of gerontology, can take the lead in the campaign to End Ageism. Solutions may focus on curriculum, andragogy, skill development (such as digital literacy), professional development for faculty and staff, student support services, service-learning projects, and consciousness raising within our colleges and universities; innovative workforce development and workplace practices; aging services and care communities; and all aspects of our local community, state and national policy. Outline a model connecting and synthesizing aging awareness, age friendliness and ending Ageism. Identify scientific support for ending Ageism based on evidence-based neurobiological research, which confirms that internalized negative stereotypes, especially false ones, about aging often act as an obstacle to improving quality of life and can negatively impact health and longevity. Share information on an ongoing campaign to End Ageism being implemented at Portland Community College in collaboration with community partners – which can possibly serve as a model for other colleges and universities to follow. Lead from the Front . . . Be part of the solution to End Ageism!

**Objective 1:** Identify, reflect upon and ameliorate any unconscious and/or unintentional aging biases that they may hold.

**Objective 2:** Develop strategies for supporting others in consciousness raising around issues of ageism.

**Objective 3:** Create a plan to become part of the solution to work to end ageism within their own educational institution and the communities they serve.

**Session Number:** 280

**Session Title:** Workshop - 90 min

**Abstract:** Charrette Planning for Age-Related Design: Miami Case Study: Part II *Alan DeLaTorre, Margaret A. Perkinson, Maria L. Claver, Melissa Cannon, Rachel Browne, Iveris Martinez, Jan Jukema*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** This workshop is the second of a two-part proposal submitted by the Co-Chairs of AGHE's Environmental Design (ED) Committee that would focus a service-learning approach to design needs of a housing facility/environment for older adults in the greater Miami community. As discussed in the accompanying abstract – Charrette Planning for Age-related Design: Miami Case Study: Part I – these workshops will engage local stakeholders residents, family caregivers, staff members, and design professionals, as well as AGHE conference participants, in a series of discussion feedback loops in which design-related modifications are proposed, reviewed, revised, and re-presented for further review. Local partnership cultivation is underway with recruitment materials sent to Miami-based contacts from the Miami Dade Age-Friendly Initiative detailing who can/should be involved, necessary tasks, and the type of project that would lead to a successful workshop. The architectural firm Ankrom Moisan, sponsor of the 2016 workshops, has again agreed to sponsor the workshops, send a delegate to improve design outcomes, and continue cultivating relationships between gerontologists and designers with the goal of improved age-friendly design. After establishing the background and project context in the first workshop, participants will have defined design-related challenges for a local housing facility/environment in the Miami area, which will be the focus of the hands-on discussions during Workshop II. Particularly, professional input (e.g., occupation/ physical therapists, interior designers) and age-friendly issues (e.g., resident/caregiver accessibility, dementia-friendly design) will be focal areas for developing concrete design suggestions. Notes with design suggestions germane to the photos and/or virtual tour from Workshop I will be added to large-scale images of the facility/environment. During Workshop II, group discussions will serve as feedback loops to define and refine the following: design suggestions and solutions; proposed actionable steps; and potential barriers and opportunities for achieving improved age-friendly design of the housing facility/environment. Knowledge and expertise will be shared from disciplines that may include architecture, urban planning, age- and dementia-friendly design, landscape design, design anthropology, and universal design. A brief summary report will be shared with the appropriate contacts from housing facility/environment and saved in the Committee archives as a guide for future charrettes. The workshops are intended to occur during the conference proper with time in-between to discuss the project and potentially enlist input from other conference attendees with relevant expertise; AGHE staff will be consulted for appropriate scheduling. The ED Committee hopes to replicate the workshop at the 2017 IAGG conference.

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

**Objective 2:** To demonstrate skills and hands-on experience in working in interprofessional design 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:** 285

**Session Title:** Workshop - 90 min

**Abstract:** Addressing Life's End With Students *Kimberly J. Johnson, Tina M. Kruger, Kimberly J. Stoeckel, Michin Hong, Margaret E. Adamek*

Saturday, March 11, 2017; 2:30PM-4:00PM

**Abstract Body:** The purpose of this resource exchange, sponsored by AGHE's Academic Program Development Committee, is to provide content, process, and assessment strategies to advance the andragogy relevant to loss and bereavement, planning for the end of life, and death. Many people in the United States are not prepared to contemplate, discuss, or plan for the end of life. Students with gerontological education need to be prepared to address such issues in their own lives and professionally with others. However, the topic of death elicits discomfort, tends to be avoided, and often receives mention only in the final chapter of textbooks. Curriculum designed for the recently adopted AGHE graduate and undergraduate gerontology competency III.1.7, "Facilitate end-of-life planning including: advance care planning, palliative care, [and] hospice," is provided along with student feedback. Scholars with experience teaching this material have supplied their lesson plans and corresponding class assignments. Content options including documentary, memoir, multimedia, and experiential exercises are provided. The processes of supplying relevant resources, engaging students, and assessing student outcomes in both online and traditional classrooms are addressed. The presentation incorporates solicited and unsolicited student responses to selected material. Implications for gerontological competencies and the scholarship of teaching and learning are discussed.

**Objective 1:** At the end of this session participants will be able to identify teaching strategies for developing students' competency in facilitating planning for the end of life.

**Session Number:** 290

**Session Title:** Workshop - 45 min

**Abstract:** Fashioning Existing Workforce Personnel Into Aging Resource Specialists *Diane Martin*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** There is increasing demand for personnel working in the senior service industry; however, specific education in Gerontology is often not a requirement of employment. The needs of

older adults are vastly different than the needs of younger age groups, and these differences only increase as one reaches age 80 and beyond. They are often managing multiple chronic health conditions, while also experiencing changes in their overall physical and cognitive health status, functional ability, and support system. It is important that the workforce providing care and support to elders and their families recognize and understand the differences caused by normal age-related changes and those that result from other changes that the elder may be experiencing. This is important to provide the highest quality care and optimize overall quality of life. Unfortunately, it can be costly to ensure that existing personnel have the age-education needed to fully support the residents they serve. An alternative to providing education to all employees is to create Aging Resource Specialists. These existing employees are knowledgeable about aging processes, have the skills to assess the bio-psycho-social-spiritual needs of the elders served, and the skills to educate and work collaboratively to become a resource for the personnel whom they supervise. The development, implementation, and success of the educational program designed to create Aging Resource Specialists in a long-term care setting will be discussed.

**Objective 1:** After participating in this session, participants will be able to identify the age-education needs of personnel in a long-term care setting

**Session Number:** 295

**Session Title:** Workshop - 45 min

**Abstract:** From Student to Professional: A Multi-Faceted Capstone Experience for Undergraduate Gerontology Students *Cynthia R. Hancock*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** Undergraduate gerontology minors representing multiple majors at the University of North Carolina Charlotte complete a required senior seminar capstone course as part of their final gerontology course requirements. This course is writing intensive, multi-faceted, and has the overall goal of helping students to successfully make the transition to gerontology professional. The University designates and requires that students complete a certain number of writing intensive courses, one of which must be outside of their major. To help meet these requirements for our minors, this course offers multiple writing and rewriting opportunities including the field placement contract, resumes, cover letters, a research paper on a chosen career in aging, and weekly reflective journal writing. It is the expectation of the Gerontology Program and the University that our students emerge with excellent writing skills. Additionally, multiple components help to create a rich capstone experience leading our students from the role of undergraduate to professional. These include: A ninety hour community-based field placement where each student has an individually assigned community partner and site supervisor; engagement with the University's Career Center to develop proficiency in resume and cover letter development; completion and in-depth discussion of a personality assessment to help students see their full potential as they consider professional jobs and careers; reflective journal writing which, among other things, encourages them to make connections between their field placement experiences and what they have learned in their prior gerontology coursework; discussions of careers in aging, graduate program opportunities, entrepreneurship, transferable and soft skills, the importance of language as

gerontology leaders, and an in-depth overview of the history and future of gerontology as a discipline. This course also integrates our assessment of Student Learning Outcomes through an online assessment process. Students emerge from this course knowing how to search and apply for jobs, with an understanding of the breadth and depth of gerontology as a profession, with documentable community experience, and more confident as they finish their final hours as students and become part of the “new generation of professionals” in the field of gerontology. AGHE participants will learn about each of these components and the underlying management of the multiple resources involved in supporting this experience. It is hoped that this session will inspire others to think about their own capstone and engaged learning offerings in new and innovative ways.

**Objective 1:** After attending this session, participants will have knowledge of a rich array of ideas and tools that can be used to help create a meaningful engaged-learning capstone experience for undergraduate gerontology students with diverse interests.

**Objective 2:** After attending this session, participants will have an understanding of the behind-the-scenes management involved in offering a rich capstone experience.

**Objective 3:** After attending this session, participants will be encouraged to broaden their view of engaged capstone learning and understand how we can better help students transition from undergraduate student to gerontology professional.

**Session Number:** 300

**Session Title:** Workshop - 45 min

**Abstract:** Student’s Experience of Aging: A Picture is Worth a Thousand Words *Daniel J. Koltz, Dawn S. Tarabochia, Rebecca L. Koltz*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** When exploring a new generation’s perspectives on aging, perhaps a “picture is worth a thousand words.” This phrase is an old English idiom referring to the idea that a picture can convey a message more easily than words. When educating a new generation of professionals, it first seems valuable to understand what college student’s perspectives are regarding aging during the life course. A photo-voice phenomenological study was conducted, aimed at revealing the lifeworld perspective of college student’s own experience of aging. A qualitative study was conducted on a college campus in the northwestern region of the U.S. The age of the participants ranged from traditional to non-traditional age students. Photo-voice phenomenology provided an interesting venue for college students to share their visualized world, particularly as it can be difficult to attach words to the aging process. Students were asked to take photos and provide a brief explanation of their personal experience of the aging life course. Photos and journal entries were phenomenologically analyzed and coded for themes. Results of the study provide valuable information on curriculum design, as well as interesting visual insight through photos about college students’ perspectives on the aging life course.

**Objective 1:** Participants will increase their knowledge about college students perspectives on aging.

**Objective 2:** Participants will be able to apply presented research results to their own gerontology curriculum.

**Objective 3:** Participants will learn about an interesting data collection method, photo-voice, and gain ideas for how to integrate it into their own gerontology programming.

**Session Number:** 300

**Session Title:** Workshop - 45 min

**Abstract:** Bringing the Point Home: Replicating Classic Social Science Studies Using In-Class Student Participants *Marjorie A. Getz*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** Experiential learning has been widely and deservedly touted as a means to enhance student learning (Burch et al, 2014). It has strong utility in gerontology coursework. Recent research suggests that children often carry internalized aging stereotypes with them into early adulthood and beyond. Early adulthood, a time when many are enrolled in higher education programs, may represent a good time to attempt to dispel these myths. A quick review of types of experiential learning can contain upwards of two to three dozen additions to traditional types of classroom engagement (e.g., lecture and discussion). Often missing from this list are opportunities to have students participate in social science lab experiments as a method of increasing knowledge on a topic and to enrich their understanding of the research process; often important underpinnings to other coursework. This presentation explores the addition of social science labs (often replicating classic works in psychology and other disciplines) to courses that are part of an embedded gerontology program (within a BSN curriculum) as a means to make students more aware of specific attitudes that they may bring with them into nursing practice related to older adult clients. 'After-lab debriefings' and lab reports include questions that ask students to reflect, both verbally in the classroom and as written exercises to be turned in, on study outcomes as these relate to their own beliefs, attitudes and behaviors toward older adults. Our program is new. Early qualitative data taken from reflective essays and quantitative data from student course evaluations showed that students considered the labs to be important course components. However, there appears to be only a shallow association between lab work and change in perceptions about older adults. Measures used may not have been ideal for the intended purpose Current work is underway to explore an optimum number of focused labs to be used in courses in order to realize changes in attitudes about older adults by the end of a 15-week semester course. ATOP scores, both at course start and end, are an important addition to allow another form of assessment of differences in beliefs that occur as students' progress.

**Objective 1:** At the end of this session, participants will be able to explain the concept of experiential learning.

**Objective 2:** At the end of this session, participants will be able to discuss the utility of having students participate in actual research study replications of classic social science work as a means of illustrating concepts in gerontology.

**Objective 3:** At the end of this session, participants will have learned how study participation has the added benefit of educating students on the finer points of doing research.

**Session Number:** 305

**Session Title:** Workshop - 45 min

**Abstract:** Developing Research and Writing Skills of Undergraduate Gerontology Students *Meghan Coleman*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** Graduates of gerontology programs may find themselves in a wide variety of careers dedicated to serving older and aging adults. While not all of those careers will require advanced research or writing skills, graduates should have opportunities to further their education, advance in their careers, and pursue leadership positions. And those opportunities will require knowledge and skills which many students have not yet obtained. Gerontology faculty may feel frustrated by lack of ability in some of their students and desirous of helping them to gain these important skills. And yet, how can we assist in the development of basic skills (reading, writing, researching) while maintaining a focus on our own course-specific learning objectives? In this presentation, we will discuss our process, experience, and outcomes of facing this challenge through interdisciplinary collaboration in the development of learning strategies such as specific lessons, activities, and scaffolded assignments in order to help develop these important leadership skills for our future gerontology professionals. We anticipate that this will be an ongoing process of exploration and development and we look forward to participants' thoughts on the topic!

**Objective 1:** After attending this presentation, participants will be able to describe the process and outcomes of one program's approach to developing student research and writing skills, and will consider the relevance and feasibility for their own programs.

**Objective 2:** Participants will also be invited to share strategies for developing student research and writing skills that have proven successful within their own programs.

**Session Number:** 305

**Session Title:** Workshop - 45 min

**Abstract:** Aged to Perfection: Engaging Older Adults in Teaching Undergraduate Students *Rachelle M. Alioto, Donna Spars*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** Most undergraduate students, regardless of major, will interact with older adults in their future careers. Yet, few find careers in aging attractive or see benefit in learning about the aging population. Further, many tend to have a fairly passive and negative view of life after age 65 (Wurtele, 2009). Altering stereotypic attitudes by expanding students' factual knowledge about older adults can have a positive impact on students' perceptions and behaviors related to older adults. Encouraging student engagement with older adults can be even more impactful and result in significant learning. What if older adults were actually involved in the development and teaching of a course on aging and that course were held on the older adults' home turf? This session will explore the development of an undergraduate introductory course on aging that was created by the University of Wisconsin -

Milwaukee in collaboration with older adults living at Saint John's On The Lake, a retirement community a couple of miles from campus. The older adults not only provided input regarding conceptualization and content, but also attended the majority of the class sessions to share their personal stories about aging and to facilitate small group discussions. Research suggests that students with greater contact with aging populations have more positive attitudes toward working with older adults (Van Dussen & Weaver, 2009). For this reason, one of the primary goals of the course was to change attitudes and coax students towards careers in aging. Initially, our focus was squarely on the benefits to students. However, to everyone's delight, we found that the older adults benefited as well. Presenters will share their two-year journey from conceptualization to delivery of the course *Aged to Perfection: An Introduction to Aging* including what was learned along the way. The mini documentary, produced during the inaugural semester, will also be shared. In the end, we hope this model will inspire and challenge others to consider intergenerational teaching and learning that benefits both college-age students and older adults.

**Objective 1:** To outline the process for collaborating with older adults in the design and teaching of an undergraduate course.

**Objective 2:** To identify the benefits of involving older adults in course development and teaching.

**Session Number:** 310

**Session Title:** Workshop - 90 min

**Abstract:** Supporting Resilience in Grandparents Raising Grandchildren: What Students and Service Providers Need to Know *Angela N. Mendoza, Loriena Yancura, Christine Fruhauf, Heather Greenwood-Junkermeier*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** According to the 2010 US Census, nearly 5 million children are being raised by their grandparents, double the number from the previous census. Correspondingly, the number of grandparents who have custodial responsibility for their grandchildren has also increased. The majority of these grandparents are raising grandchildren due to challenges faced by the children's biological parents such as mental illness, drug abuse, or incarceration. These challenges create a unique constellation of needs for grandparent-headed families, including their own crisis associated with the absence of the middle generation and the health or behavioral issues of the grandchildren. In addition, most grandparents did not anticipate the additional costs (time, money, and energy) of providing round the clock care for their grandchildren. Students in a variety of gerontological professions, such as social work, education, healthcare, and human services, are likely to encounter grandparent caregivers. It is vital to prepare these students –tomorrow's service providers-- with the skills and knowledge to work with grandparent caregivers. Further, it is important for students to learn about the unique needs of grandparent caregivers because most systems of care focus on either older adults (grandparents) or children (grandchildren). Educating students on the unique needs of grandparent caregivers may support resilience in grandparents raising grandchildren and help build community capacity to support grandparent caregivers and the grandchildren in their care. This workshop will present a strengths-based curriculum to teach students about grandparent caregivers. It will cover several topics of

importance to grandparent caregivers such as trauma and resilience, approaches to understanding the middle generation (the children's parents), and finding supportive resources in the community. Three aspects of each topic will be covered: (1) grandparent caregivers' unique needs in this area, (2) a strengths-based approach that utilizes resilience-focused skills and knowledge building (i.e., addressing resourcefulness of grandparent caregivers and positive aspects of diverse families, as opposed to what they are doing wrong), and (3) self-care strategies for grandparents and grandchildren. After attending this session, participants will be able to discuss the importance of strengthening future service providers' ability to support resilience in grandparents raising grandchildren. Additionally, participants will obtain knowledge, information, and resources to enable them to incorporate curriculum about grandparent caregivers in their own programs.

**Objective 1:** After attending this session, participants will be able to discuss the importance of strengthening future service providers' ability to support resilience in grandparents raising grandchildren.

**Objective 2:** After attending this session, participants will obtain knowledge, information, and resources to enable them to incorporate curriculum about grandparent caregivers in their own programs.

**Session Number:** 315

**Session Title:** Workshop - 90 min

**Abstract:** Strategies for Integrating Service Learning Online *Laura K. Donorfio, Tina M. Kruger, Lisa Borrero, Laurinda Reynolds, Natalie Pitheckoff*

Sunday, March 12, 2017; 8:00:00 AM-9:30AM

**Abstract Body:** Service-learning within online course curriculum holds tremendous potential for transforming the learning process. It can free students and instructors from geographical constraints while promoting community engagement and increasing opportunities for experiential learning. However, while online learning is becoming more commonplace (an estimated 32% of all college students taking at least one online course), the integration of service-learning into online curriculum is less common. The prospect of integrating service-learning into online curriculum can be daunting and the paucity of research literature to guide the integration leaves one wondering where to begin. This symposium offers first-hand experiences using online service-learning strategies (those that have worked and those that have not) during the integration of service-learning into actual online gerontology courses. Presenters will include faculty members and a graduate student teaching assistant, all of whom struggled through and survived the integration process. Tenure-track and tenured faculty members will share benefits and challenges of creating meaningful group projects centered on providing service to a partner organization that did not rely on a student location. The graduate teaching assistant will share the challenges of translating a traditional face-to-face service-learning research project into a project appropriate for an online course with geographically dispersed students. Topics will also include defining online service learning, rationale for incorporating service learning into online courses, and important logistical considerations. Hands on activities will be provided and in-depth discussion encouraged. This symposium is intended for current faculty members, teaching and graduate assistants, and gerontology students interested in a career in teaching.

**Objective 1:** Define online service learning, rationale for incorporating service learning into online courses, and important logistical considerations.

**Objective 2:** Describe the challenges of translating a traditional face-to-face service-learning research project into a project appropriate for an online course with geographically dispersed students.

**Objective 3:** Label the benefits and challenges of creating meaningful group projects centered on providing service to a partner organization that does not rely on a student location.