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Abstract Body: A small, but growing, number of people over the age of 65 are the parents of adult children with intellectual and/or developmental disabilities (I/DD). An estimated 1.7 million adults with I/DD receive care and support from family members, 25% of whom are age 65 or older. The current generation of older adults with I/DD will be the first in history to outlive their parents, as the life expectancy for persons with disabilities draws closer to that of the general population. Increased longevity among persons with I/DD increases the need for parents to develop a ‘future plan’ on behalf of – and often in cooperation with - their adult child with disabilities. Future planning facilitates the transition from parental care to independent living. Future plans are multi-faceted and include consideration for the legal, financial, social, spiritual, and practical needs of the individual with I/DD. A qualitative study conducted in Lexington, KY examined the future planning process undertaken by parents of adult children with I/DD. Seven participants (4 women, 3 men), ranging in age from 62 to 86, were interviewed about their experiences in developing a future plan for their adult children with I/DD. The adult children of the participants ranged in age from 25 to 46; the individuals with I/DD were not interviewed during the study. Findings indicate the importance of social support and involvement with advocacy groups (e.g., the Arc of Central Kentucky) in providing parents with the emotional encouragement and practical resources needed to develop a viable future plan. Participants expressed future visions of their children living lives that were “safe and secure,” happy, and independent of the parents. Although participants noted the difficulty of facing their own deaths and imagining their child living without them, completing the future plans resulted in a sense of relief, peace of mind, and hopefulness regarding their child’s current and future life. The experience of raising a child with I/DD uniquely influences the experience of planning not only for one’s own aging future, but also that of the adult child. Objective 2: After attending this activity, participants will be able to discuss the topic of future planning by aging parents of adult children with intellectual and developmental disabilities. Objective 1: After attending this activity, participants will demonstrate awareness of the population of older adults who are the parents of persons with intellectual and developmental disabilities.

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Training Programs and Professional Development for Long Term Care Staff: Comparisons Across Four Nations. Lee Kehoe

Abstract Body: In the United States, the long term care (LTC) workforce has been facing a crisis. There have been numerous committees, associations, and task forces that have worked to identify the specific problems in policy and practice within the LTC workforce. With such a growing crisis, looking to other developed nations in their approaches to reforming their LTC workforce could prove beneficial to the United States growing senior population. The current training programs and professional development opportunities for LTC staff appears to be an overlooked, yet vital, piece of the greater LTC workforce crisis. Identifying and comparing the current training programs and professional development in place for LTC staff across Japan, the Netherlands, the United Kingdom, and the United States can provide an important first step in understanding the implications of training programs and professional development on the greater LTC systems of these four nations. In addition, comparing training programs and professional development of LTC staff across these four nations can point to important areas of further research in developing training programs and professional development for LTC staff that will address the numerous issues plaguing the United States’ LTC workforce and greater LTC system. Objective 3: Identify areas of future research in developing training programs and professional development for long term care staff. Objective 2: Discuss the implications of the identified training programs and professional development for long term care staff on the greater long term care systems of the four nations. Objective 1: Identify and compare the training programs and professional development opportunities in place for long term care staff across four nations: Japan, the Netherlands, the United Kingdom, and the United States.
Residential Care Facilities Reform: Controversy and Change in California. Angela A. Geraci, Ardith R. Brunt

Abstract Body: It is currently estimated that approximately 36,000 Assisted Living/Residential Care (AL/RC) Facilities exist in the U.S. and house over a million people. While federal standards exist in regards to nursing homes, AL/RC facilities in contrast are comprised of a wide variety of facilities serving a range of people needing various levels of medical and personal assistance. Broad state-to-state variety exists because “assisted living” is not defined in any meaningful way by federal law. Indeed, the federal government currently plays no significant role in setting assisted living standards. California currently has the largest number of AL/RC facilities in the nation, which are called residential care facilities for the elderly (RCFE). Over the last decades, RCFEs have distinguished themselves from nursing homes by keeping a solid line by differentiating between those residents who have medical needs vs. those who do not. The line that was drawn has become smudged and California’s regulatory structure has not budged. This paper examines some of the main issues on the legislation bill for RCFE reform in 2014 including frequency of facility inspections, increasing civil penalties for negligence, creating a public website which can track facility complaints and violations, and increasing staff training and education requirements. All of these desperately needed reform measures will permit facilities to better serve residents and their families, allowing them to make the best possible choices for their loved ones. **Objective 2:** * California has the greatest number of AL/RCs in the country and this presentation will address some of the main issues on the legislation bill for RCFE reform in 2014 including frequency of facility inspections, increasing civil penalties for negligence, creating a public website which can track facility complaints and violations, and increasing staff training and education requirements. **Objective 1:** * While federal standards exist in regards to nursing homes, Assisted Living/Residential Care facilities in contrast are comprised of a wide variety of facilities serving a range of people needing various levels of medical and personal assistance. * Broad state-to-state variety exists because “assisted living” is not defined in any meaningful way by federal law.

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Crime Trends in Nursing Homes throughout Oklahoma over the Past 30 Years. Talisha Griffin, Douglas Reed

Abstract Body: With the increasing number of older adults in our society a critical issue of providing the care needed for the aging population has developed. Nursing homes are a necessary component of this care system. As so, the lack of effective policy and oversight has resulted in criminal activity taking place against the residents of nursing homes. This research project examined trends in crime related to Oklahoma nursing homes over the past 30 years. In this study, newspapers, court documents, public health reports, observations, and interviews with key informants were utilized to describe and analyze crime trends in nursing home facilities in Oklahoma. The crimes included in the analysis were conventional and white collar crimes. The characteristics of criminal activities and excerpts from interviews with key informants provide context for the crime trend analysis. **Objective 1:** After reviewing the poster individuals will be able to describe trends in crime in Oklahoma’s nursing homes over the past 30 years.

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International Intergenerational Service Learning: Challenges and Opportunities in Nicaragua. Cory Bolkan, Alan DeLaTorre, Margaret Neal

Abstract Body: Nicaragua is the second poorest country in the Western Hemisphere and lacks advanced expertise in gerontology and geriatrics. Several Oregon- and Washington- based universities, in partnership with the Jessie F. Richardson Foundation (JFRF) – a charitable non-profit organization – have developed programs focused on improving the health and well-being of older adults in Nicaragua. Undergraduate students enrolled in a senior capstone course participated in a two-week study-abroad, service-learning course with the goal to promote intergenerational relationships in both rural and urban Nicaraguan communities. To date, there have been very few opportunities for students to acquire international service-learning experience related to intergenerational programming. Furthermore, formal intergenerational programs have not existed in Nicaragua, despite expressed community interest in improving opportunities for interaction between youth and elders. With input from in-country partners, multidisciplinary teams of students and faculty (e.g., community development, education/child development, gerontology) developed several evidence-based community presentations, interactive intergenerational activities, and training modules. The presentations/trainings were based on a “train-the-trainer” model with intent for Nicaraguan trainers to continue to build sustainable programs tailored to the unique needs of each community.
Training module topics included: understanding the difference between normal and abnormal aging processes, approaches to healthy and optimal aging, communication strategies with older adults, aging simulation activities, and the benefits of improving intergenerational opportunities in Nicaragua. Trainings also included a focus group conversation to brainstorm culturally appropriate and applicable intergenerational activities and programming adaptable to Nicaragua. To date, students and faculty have conducted trainings with over 100 community members (e.g., members of Rotary clubs, church groups), high school and college students, and nursing home staff. In addition, they have forged connections with multiple community partners. Finally, with input from community members and local youth, the students and faculty also created a preliminary “train-the-trainer” intergenerational programming guide to be implemented by Nicaraguan community and youth leaders with the ultimate goal of invigorating more intergenerational interaction (e.g., students working with nursing home residents, elders working with students in schools, elders and youth working together to improve the community) that are sustainable, long-lasting, and mutually beneficial across generations. Creating this type of international service-learning program to promote intergenerational relationships in a developing country has come with many challenges: identifying and accessing key stakeholders, turnover of community leaders, political barriers. Despite the challenges, students reported that the service-learning work was meaningful and interest in intergenerational programming has improved over the past several years in Nicaragua. Objective 1: To describe service-learning challenges in a developing country and share lessons learned for gerontological education.

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Falls Prevention: A Student-Based Outreach Program for Arizona Elders. michael A. creedon, Jeffrey Alexander, Elton Bordenave
Abstract Body: ATSU is a Health Sciences University with a campus in Mesa, Arizona. Over the past seven years, the ATSU Aging Studies Project has initiated and successfully conducted Falls Prevention outreach by inter-disciplinary student teams. The two-person teams, using the Matter of Balance Program, have successfully completed multi-session Falls Prevention training with more than 2000 elders in Phoenix, Mesa, and surrounding region. The ATSU Falls Prevention Program has a very diverse pool of elder trainees, including Hispanic elders, Tribal elders, Sensory Impaired elders. Program Evaluation data has been collected by the Aging Studies Project from both student -teachers and from elder participants regarding their perceptions of the program and its utility in Falls Prevention. Data on specific topics will be presented at the Poster Session. Dr Michael Creedon, Chairman ASP, will discuss the policy and program development steps in a student-based Falls Prevention outreach. Dr Jeff Alexander, a Master Trainer for the MOB program, will provide information on Master Trainer requirements, and on Student Training for Matter of Balance Presentation. This low-cost program has been supported primarily by ATSU funds. However several non-profit and corporate grants have recently strengthened the Falls Prevention Program. The ATSU Program may offer important lessons for educational institutions in the US, but also may have applications in developing countries that have burgeoning senior populations and scarce resources for Falls Prevention. (The NCOA bulletin, November, 2013, has highlighted the innovative nature of the ATSU student-led Falls Prevention Program). Guidelines for replication will be on offer to AGHE participants.Objective 3: To provide data on Program use and on student and elder evaluations of its efficacy. To provide cost considerations that enhance/detract from the utility of volunteer student Falls Prevention outreach. Objective 2: To provide an in-depth description of the Matter of Balance Program, and the experience of ATSU faculty and students in its use. Also to describe the organizational recruitment of senior centers, tribal organizations, Hispanic agencies, and organizations for the hearing and vision impaired. Objective 1: To provide a description of a replicable University-based Falls Prevention Program that uses trained student volunteers to reach community-based elders with the Matter of Balance (MOB) program and thus reduce Falls among Arizona elders

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Testing an Experiential Approach to Teaching Introduction to Aging Studies Online. Sarah Burnett-Wolle
Abstract Body: Students in two online sections of Introduction to Aging were recruited to participate in this study. Both classes were administered at a small private college in New York and were taught by the same faculty member. One section of students were provided traditional instructional material including Power Point presentations, required to participate in verbal online discussion via Voice Thread, and study guides for exams. The second section of students were provided with a
series of structured interviews in lieu of most of the Power Point presentations, required to participate in verbal online discussion via Voice Thread, and study guides for exams. The structured interviews addressed major themes in the text including: (a) physical health, (b) cognitive health, (c) emotional health, (d) social interaction and integration patterns, (e) living environments, (f) work and retirement, and (g) economic issues. Students in both sections were given identical exam questions. Exam results and student satisfaction surveys suggest that the students who conducted the structured interviews learned more than those who used Power Point presentations. Copies of the structured interviews and directions will be provided so that faculty can utilize them in their courses. **Objective 1:** To examine the efficacy of an experiential learning technique (structured interviews) as an alternative to traditional Power Point presentations.

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**It Takes One to Help One: Special Approaches for Older Computer Learners. Bob Harootyan**  
**Abstract Body:** People age 65+ remain far less likely to use the Internet (56%) than all adults age 18+ (85%). This age-based disparity is shrinking due to two concurrent trends: tech-savvy boomers have been moving into the 65+ group since 2011 and more efforts are underway to help seniors learn computers. But nearly half of all offline seniors (non-users) are age 75+ -- people who are least likely to have been exposed to computers or be aware of the advantages offered by the Internet. Reaching and teaching the oldest non-users is especially challenging. A confluence of factors keeps the oldest adults offline. They are least likely to have had any experience with computers, have high levels of computer anxiety, and believe that the Internet does not have relevance to their daily lives. The research results are based upon nearly 10,000 survey responses from learners age 55+ in the Digital Inclusion Initiative (DII) and from case studies during a follow-up program that targets low-income elders who are difficult to reach (DII-2). The DII data show that peer-based coaching using a self-paced tutorial program in group settings is an especially effective learning approach. Multivariate analyses also indicate an important secondary benefit: improved mental well-being, as measured by a pre/post 10-item morale scale. The DII-2 case studies reveal that one-on-one mentoring, repetition, and self-pacing are significant factors in successful computer training for elders. They also document that those elders who became frustrated and discouraged from previous experiences using a computer are likely to revive their computer use when presented with tablet devices that are easier to use and less likely to be affected by viruses. Implications of these findings are discussed in terms of promoting community-based opportunities for offline seniors to learn computers through programs at public libraries, senior centers, community colleges, etc. With volunteer tutors and minimal paid staff, the costs of such efforts can be controlled. But what is required is a dedicated pool of age peers (volunteers) to provide the one-on-one assistance that is critical for success. **Objective 2:** Learn how group-based age peer coaching is an effective way to help offline seniors learn computers and also improve their mental well-being. **Objective 1:** Understand the extent of the age-based digital divide and the best learning approaches to help older adults, especially those with lower SES, learn how to use computers and access the Internet.

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**Graduate Education in the First Gerontology Program in Taiwan. Feng-Hwa Lu**  
**Abstract Body:** Background: In Taiwan, the percentage of the elderly population is 11.5% at the end of 2013. Facing heavy load of aging population care, we need to have enough leaders to handle caring issues, but actually we lack of school to train those leaders. In 2007, the first institute of gerontology was established at National Cheng Kung University, Tainan, Taiwan to train leaders in the field of elderly care. Seven years already passed, we need to have some statistic information for further designing or improving contents of the training program. Aim: to survey the backgrounds of faculties and students and the status of students after graduated from the institute. Methods: We used the demographic information of the students entered our Institute of Gerontology to survey their background from 2007 to 2013. We also survey the background of our faculties. Only descriptive information was used to present study information. Results: From 2007 to 2013, we have enrolled 97 students and 8 faculties. The backgrounds of faculties are geriatric medicine, geriatric psychology, geriatric sociology, geriatric policy, and study methodology. The first 3 higher backgrounds of the students are medicine, nursing and sociology, although their backgrounds cover a wide fields, including physical therapy, occupational therapy, pharmacy, Chinese medicine, dietitian, public health, sport medicine, adult and continuing education, psychology, business administration,
chemistry, political science, economics, public administration, history etc. Most of the students careers was doing the same work(57.5%). There are 13 students changing their careers after graduation. Unfortunately, we had 8.6% of the students without graduation smoothly. Conclusion: The backgrounds of the master students are broad. The faculties of the master program also need to have broad background to fulfil students’ need for training. Objective 1: After attending this activity, participants will be able to know the development of graduate education in gerontology in Taiwan

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Explorations in Gerontological Literacy I: Alternative Views of Older Adults. Graham D. Rowles, Jaye L. Atkinson, Chi-Ling Liou, Julie A. Brown
Abstract Body: Underlying the gerontophobia and ageism that permeates public consciousness is a high level of gerontological illiteracy (having or showing limited knowledge, experience or culture in gerontology). In this symposium we probe more deeply into understandings and representations of old age. In southern sleuths: A plot twist on portrayals of older women, the focus is on cozy mysteries, gentle books that engage intelligent readers through character development, plot twists, and an element of fun. This study focuses on three amateur sleuths who happen to be older, southern women. Detailed textual analysis of the first books in two cozy mystery series: Southern Sisters and Thoroughly Southern, reveals that age was not only used to identify who the sleuths were but also their friends, families, and even suspects. Discussions of age depict complicated (and realistic?) experiences of aging and provide a platform for gerontological literacy education. Adopting a generational perspective, What aging means today: Using drawings to explore undergraduates’ perceptions of aging, explores attitudes of 90 current college students (“millenials”) enrolled in two gerontology classes. The students were first asked to draw “aging in general” and then to draw “their own aging.” The findings substantiate past research on the persistence of negative stereotypes of older adults—frail, vulnerable and needing care. But comparing images of aging in general with their own aging revealed a contrast between persistent negative stereotypes for aging in general and positive perceptions of their own aging. It seems that “millennial” students uphold ideas about old people as “the other” by constructing their own aging or future selves as different from old people of the present. Reconciling technology and the older adult consumer reveals the need for gerontological literacy in consumer-based industries providing services to the aging public. A two-year qualitative interview study of 40 adults (age 44 – 77) who regularly utilize digital game systems indicated concern that the digital gaming industry does not adequately understand age-related abilities and preferences. Perceived disconnect with the aging consumer may ultimately inhibit use of these technologies as the participants continue to age and experience age-related impairments, including visual decline and delayed reaction time. Highlighted is the need to educate persons who work within the fields of technology design and development to realistic understanding of the aging experience. Objective 2: (2) have increased appreciation of the critical role of gerontological literacy in developing an age-sensitive society. Objective 1: After attending this presentation, participants will: (1) have a deeper understanding of the diversity of subtle and often unconscious manifestations of gerontophobia and ageism in multiple contexts, and

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Co-Teaching from an Interdisciplinary Perspective: What a Year has Taught Us. Phyllis A. Greenberg
Abstract Body: The presenters began co-teaching a course on Advance Care Planning Facilitation Certification in Fall 2013. This was the first time either faculty member had co-taught a course and/or had done so from an interdisciplinary perspective. One of the faculty is from Gerontology and the other is from Nursing. Both programs are housed in the School of Health and Human Services at a comprehensive university in Minnesota. In reviewing the literature we found that the majority of research focused on co-teaching is from an education/student teaching perspective. Initially we went into this unchartered territory with limited models available. According to Cook and Friend (1995), co-teaching is an approach where two professionals deliver substantive instruction to a group of students within a single physical space. Most of the literature describes this phenomenon as occurring within the context of teacher preparation programs, particularly within special education. According to Bacharach, Heck and Dahlberg (2008), “the extent of co-teaching at the university level has been much less prevalent and very loosely studied” (p.9). The purpose of this project was to examine the impact of co-teaching on student learning for those enrolled in a 2 credit interdisciplinary elective course on Advance Care Planning Certification. This current poster explores what we have learned in the last year having taught the course for three semesters. There were eleven
students enrolled during fall 2013, 27 in spring 2014 and there are 16 students enrolled in summer 2014. We implemented a pre and post survey related to the impact of co-teaching and their knowledge of the course topic. Each semester has helped us to refine the syllabi and our approach to the course. Initially we met only 5 times during the semester with two sessions for the actual certification. We found that was not sufficient to keep students on track with their service learning and to keep the lines of communication open. We also felt disconnected from students having two months go by where we did not meet face-to-face. This becomes even more essential as students are enrolled in disciplines such as Nursing, Gerontology, Social Work, Community Health, and Communication Science and Disorders. Having students with such diverse interdisciplinary backgrounds has been both a bonus and a challenge. While not everyone comes in with the same disciplinary knowledge base we have made use of that as a “learning moment opportunity”. **Objective 2**: After attending this session participants will gain knowledge about the benefits of interdisciplinary collaboration. **Objective 1**: After attending this session participants will gain knowledge of the benefits of co-teaching

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**The East Texas Geriatric Education Center-Consortium: Objectives and Accomplishments. Anthony R. DiNuzzo, Amanda W. Scarbrough**

**Abstract Body:** Geriatric Education Centers (GECs) evolved during the 1980s as a part of the Title VII Program funded by Department of Health & Human Services (DHHS) - Health Resources & Services Administration (HRSA), Bureau of Health Professions (BHP). The East Texas Geriatric Education Center-Consortium (ETGEC-C), Award # UB4HP19213, in partnership with Texas AHEC East (TAE), was established in 2003. The ETGEC-C service area includes five regional AHEC centers covering 72 Texas counties – roughly equivalent to the size of Michigan with a total population of approximately 4 million, 13.4% (535,952 people) aged 65 years or older. The 83% of this area is rural and classified as medically underserved. Programs provide special emphasis on unique populations including older minorities, elderly in rural communities, and institutionalized elderly, i.e., nursing home residents and older prisoners. Our mission is to provide enhanced Interprofessional (IPE) geriatric education and training across the curriculum continuum. Target audiences include: Healthcare providers in allopathic medicine, nursing, occupational therapy, physical therapy, and physician assistant studies. Undergraduate students in medicine, nursing, social work and allied health professions Residents & Geriatric Fellows Community members (lay public) Programs and activities 160-hr Faculty Development Program in medicine, nursing, physical therapy and social work Palliative Care Evidence Based Improvement Special Topics in Aging: Interactive Learning Series Improving Communication Skills between Health Professional & Students and Older Patients Course Enhanced Clinical Training and Geriatric Simulation Programs Annual Workshop Offerings in various locations throughout East Texas Free Continuing Educations credits offered for Medicine (CME), Nursing (CNE) and CEUs for Social Work, PT and OT In addition, the ETGEC-C received a supplemental award in 2012 to establish the Alzheimer’s Disease Education Program (ADEP). The mission of ADEP is to provide comprehensive education and training programs in Alzheimer’s Disease (AD) to all health care providers and caregivers within the ETGEC-C catchment area. Educational objectives and activities have included: 1) coordinating and convening the video production of the theater play ‘The Long Journey Home’ and 2) outreach to enhance healthcare providers’ knowledge of the disease by coordinating and convening interprofessional AD education workshops and a webinar series. **Objective 1**: To provide a detailed description of the East Texas Geriatric Education Center- Consortium and Alzheimer’s Disease Education Program (ADEP) including mission, objectives, and accomplishments.

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**Insights from a Non-profit Foundation Coordinator/Gerontologist Working with U.S.-Based Gerontology and Geriatric Programs in Nicaragua. Alan DeLaTorre**

**Abstract Body:** Several Oregon-based universities and professional groups have worked with the Jessie F. Richardson Foundation – a charitable nonprofit organization – to conduct projects that engage students and faculty from myriad disciplines, including: nursing, optometry, occupational and physical therapy, physician assistant programs, pharmacology, public health, community development, and engineering. The Foundation coordinates logistics, presents information about sustainable community development approaches, and prepares students and traveling professionals for cultural experiences in Nicaragua. Some of the groups are oriented toward service-learning approaches, while others are specifically designed to
A Mind of its Own: Recommendations for Health Promotion Programming and Counseling Related to Body Image and Aging Women. Rachel Avamts, Jean Henry

Abstract Body: Factors such as unattainable media images and cultural ideals, the existence of ageism, and different standards for women and men in regard to aging, when viewed in the context of the inevitable changes associated with normal aging – posture, wrinkles, skin changes, graying hair – may contribute to body dissatisfaction in older women. Concerns over these changes can lead to negative self-perceptions and negative views of specific parts of the body, and often engender negative coping behaviors. For women, and older women in particular, body image emerges as a risk factor for both physical and psychological disturbances and negative health outcomes. It is important that health care professionals not disregard the importance of addressing the impact of body image on health and quality of life throughout the lifespan. The purpose and focus of this presentation is to provide comprehensive recommendations for providing health promotion programming to older women, in regard to offsetting possible body dissatisfaction. Recommendations are based on findings of recent research projects conducted by the authors, as well as the extant literature. Four key general categorical results were identified that raise concerns: body mass index had the strongest relationship with body image quality of life, followed by age; body dissatisfaction is linked to the use of unhealthy coping strategies, including invasive cosmetic procedures; a relationship between relationship status and body image; and lower body image correlates with feelings of less acceptability as a sexual partner. Findings associated with the 60s and 70s cohorts suggest that this might be a time of transition for body image, with the focus shifting from aesthetics to function. The overarching theme of the recommendations to health care providers is to proactively open the conversation about body image. Specific recommendations are presented within the framework of the following themes: improve women’s understanding of the process of aging; increase women’s acceptance of aging rather than believing it something that must be fixed; addressing body image as a key health promotion focus, rather than an outcome of health behaviors; charting and accepting individual journeys of aging; and identifying healthy strategies for coping with the perceived and real body changes that occur with age. By proactively addressing body image throughout the lifespan, health care professionals can help to legitimize body image as a health promotion topic and assist women to more readily accept changes as part of the natural evolution of aging.

Objective 3: As a result of attending this session, participants will be able to cite at least three specific strategies that could be used with patients/clients to help them manage changes in body image with aging. Objective 2: As a result of attending this session, participants will be able to discuss the key, overarching recommendation for health care professionals in regard to dealing with body image in older women.

Objective 1: As a result of attending this session, participants will be able to cite at least two factors that may negatively influence body image as women age.

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A Mind of its Own: Recommendations for Health Promotion Programming and Counseling Related to Body Image and Aging Women. Rachel Avamts, Jean Henry

Abstract Body: Factors such as unattainable media images and cultural ideals, the existence of ageism, and different standards for women and men in regard to aging, when viewed in the context of the inevitable changes associated with normal aging – posture, wrinkles, skin changes, graying hair – may contribute to body dissatisfaction in older women. Concerns over these changes can lead to negative self-perceptions and negative views of specific parts of the body, and often engender negative coping behaviors. For women, and older women in particular, body image emerges as a risk factor for both physical and psychological disturbances and negative health outcomes. It is important that health care professionals not disregard the importance of addressing the impact of body image on health and quality of life throughout the lifespan. The purpose and focus of this presentation is to provide comprehensive recommendations for providing health promotion programming to older women, in regard to offsetting possible body dissatisfaction. Recommendations are based on findings of recent research projects conducted by the authors, as well as the extant literature. Four key general categorical results were identified that raise concerns: body mass index had the strongest relationship with body image quality of life, followed by age; body dissatisfaction is linked to the use of unhealthy coping strategies, including invasive cosmetic procedures; a relationship between relationship status and body image; and lower body image correlates with feelings of less acceptability as a sexual partner. Findings associated with the 60s and 70s cohorts suggest that this might be a time of transition for body image, with the focus shifting from aesthetics to function. The overarching theme of the recommendations to health care providers is to proactively open the conversation about body image. Specific recommendations are presented within the framework of the following themes: improve women’s understanding of the process of aging; increase women’s acceptance of aging rather than believing it something that must be fixed; addressing body image as a key health promotion focus, rather than an outcome of health behaviors; charting and accepting individual journeys of aging; and identifying healthy strategies for coping with the perceived and real body changes that occur with age. By proactively addressing body image throughout the lifespan, health care professionals can help to legitimize body image as a health promotion topic and assist women to more readily accept changes as part of the natural evolution of aging.

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Pickleball Transcends the Generations in Southwest Indiana: A University and Area Agency on Aging Partnership Changing the Face of Aging. Erin M. Reynolds, Katie Ehlman, Renee Frimming, David N. Daum

Abstract Body: In March 2014, the 1st annual Intergenerational Pickleball Tournament took place at the University of Southern Indiana (USI) in conjunction with the Indiana State Games (Senior Games). The Indiana State Games were planned in coordinated by the local Area Agency on Aging and hosted by USI in the summer of 2014. In an effort to promote the Senior Games among USI Students, an interdisciplinary team of USI faculty from gerontology, health services, and kinesiology partnered to coordinate opportunities to connect the generations around sports in preparation for the Senior Games. University faculty collaborated with staff from the Area Agency on Aging to plan and implement this unique pickleball event. The Intergenerational Pickleball tournament was designed to create a setting where older adults interact with university students, generating an intergenerational learning experience for both age groups. Pickleball is a sport which is rapidly gaining popularity in the United States, especially among older adults. A dozen teams consisting of older adults were recruited through the Area Agency on Aging and then were paired with USI student teams. This created an opportunity for older adults to share their love and knowledge of pickleball with a younger generation unfamiliar with the sport. The university students had the opportunity to interact with active, older adults and came away from the experience with a more positive view of aging and physical fitness. Interdisciplinary approaches to this intergenerational experience brought both academic and community partners together to create a successful event. This poster presents information about the interprofessional university partnership with the local area agency on aging, the development of the intergenerational pickleball tournament, and qualitative comments from students about their pickleball experience. Objective 2: After attending this session, participants will better understand the sport of pickleball and its potential positive impact for individuals of all generations. Objective 1: After attending this session, participants will be able to understand the process of developing a university and area Agency on Aging partnership around the Senior Games, including the strengths and barriers associated with such partnerships.
Resources required for government mandated training in long term care limits ability to provide important continuing education in this sector. **Objective 1:** To describe employers’ and health and social care practitioners’ views of gaps in competencies for seniors’ care among new graduates and experienced workers.

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**Building an Academic Assisted Living Center IPEP Program Partnership.** Jane Mohler, Beverly Heasley, Jeannie Lee, Tajal Parik, Marlene Dermody

**Abstract Body:** Purpose: Provide authentic elder-centered interprofessional geriatric training to Health Sciences and other students within an Assisted Living practice setting, resulting in enhanced elder health and well-being, and future providers who are collaboration-ready and prepared to care for older adults. Background: As our population ages and lives longer, we need to train health professionals to care for elders. Future providers need to be comfortable caring for people with complex chronic conditions, and to be skilled in providing person-centered care supporting quality-of-life and independence, while working in a highly functioning interprofessional teams. Program Description: St. Luke’s Home, a registered Eden Alternative community, is an innovative Assisted Living setting, providing elder-centered wellness and health promotion opportunities to health sciences and other students. Nursing, pharmacy, public health, medicine, and other students benefit and contribute while learning vital aging-related team-based practice skills. We provide Interprofessional Education & Practice (IPEP) competency-based learning activities through: 1) Monthly Clinics which provide student healthcare teams an opportunity to build vital interprofessional geriatric skills; 2) Informal Health Promotion Presentations to educate the people who live there about important aging-related health topics by local experts; 3) Social Events to foster engagement between elders, students, and care partners; and 4) Community Engagement Projects that enrich elders and promote socialization and well-being. Preliminary Results: Students and faculty report deeper understanding of aging-related person-centered care (Values and Ethics); knowledge, skills, and abilities of other health professionals, (Roles and Responsibilities); team communication skills (IP Communication); and shared person-centered problem-solving (Teams and Teamwork). Elders enjoy working with IP students who consider their preferences and values, teach self-care skills, and share social activities. Relevance to IPEP: Competency-based, authentic team-based practice planned and precepted by IP faculty within elder-centered setting. Recommendations: This IPEP model could be readily adapted by other academic healthcare or assisted living settings. **Objective 3:** Discuss how IP Community Engagement Projects can enrich elders and promote socialization and well-being. **Objective 2:** List three reasons why elders are ideally suited for IP team-based care. **Objective 1:** Discuss the relevance of assisted living centers as academic IPEP settings

**Session Number: 10**

**Session Title: Poster Session 1**
Thursday, February 26; 8:30 PM-10:00 PM

**Carolina Geriatric Education Center--EMS Falls Risk Screening Program: Linking High Risk Fallers with Evidence-Based Interventions and Resources.** Tiffany Shubert, Cherie Rosemond, Jennifer Womack, Mary Fraser, Cristine Clarke, Ellen Schneider, Ellen Roberts, Jan Busby-Whitehead

**Abstract Body:** Effective fall risk management requires collaboration and partnerships across healthcare providers and the community. First responders have access to older adults who fall; however, they typically are not part of efforts to address falls in their community. In 2012, the Emergency Medical System (EMS) of Orange County, NC reported 10.7% (1300) of all calls were falls-related. Outside of hospital transport, there was no system to link fallers to appropriate healthcare and community resources. The Department of Aging, EMS, and researchers from the UNC-Chapel Hill Carolina Geriatric Education Consortium identified this system gap. An opportunity was identified to link a population of people at high risk for falls with evidence-based assessment and interventions. In 2013, the groups collaborated to launch a pilot to develop and implement a program. The following system-based changes were developed, implemented, and evaluated: 1) A protocol within the EMS call system to identify and flag high-risk older adults; 2) An algorithm for senior paramedics to perform a comprehensive multi-factorial screening as part of a follow-up visit; 3) A secure communications system to share client information between EMS and the Department on Aging 4) A reporting system to notify EMS about interventions implemented and outcomes achieved. Training materials were developed and presented to EMS in early spring for a May, 2013 launch. Project outcomes will determine if the intervention reduces the total number of falls calls, the total number of repeat falls calls, and overall service costs for the county. **Objective 3:** Describe the Carolina Geriatric Education Center's role
in training and evaluating the EMS/Department on Aging "Stay Up and Active" program. **Objective 2:** Understand the Orange County EMS Falls Risk Assessment (based on the Centers for Disease Control and Prevention's "Stopping Elderly Accidents, Deaths, and Injuries" protocol) and the EMS/Department on Aging algorithm for screening and services. **Objective 1:** Discuss the "Stay Up and Active" program, a collaboration between the Orange County Emergency Medical Services (EMS), Orange County Department of Aging, and the University of North Carolina's Geriatric Education Center to address older adult falls.

**Session Number:** 10  
**Session Title:** Poster Session 1  
**Thursday, February 26; 8:30 PM-10:00 PM**  
**The Association of Monthly Grocery Budgets with the Consumption of Fruit, Vegetable, Whole Grains, and Dairy Products among Older Community Dwelling Adults. Tara O'Brien**  
**Abstract Body:** Purpose: To investigate the association between reported monthly grocery budgets and the consumption of daily fruits, vegetables, whole grains, and dairy products for (n = 62) participants enrolled in a program called, Eat Better Move More. Research Background/Significance: Socio-economic status has been linked to disparities in consuming the recommended daily amount of fruits and vegetables. In North Carolina, only 13.8 % of older adults reported eating five servings of fruits and vegetables each day and 29 % reported a BMI of 30. Setting, Sample: Older adults, age 60 and over, were recruited from two senior lunch program sites in North Carolina. Methods: A cross-sectional study using a descriptive 11-item Nutritional and Health Questionnaire to obtain information on demographics, fruit/vegetable, whole grains, and dairy products intake. Results: The mean age of participants was 73 + 9 years and 38% had a high school diploma or GED. “Most participants (56%) had an annual income of $<53,000. The majority of participants consumed two or less servings of fruits (77 %) and vegetables (68%), fiber or whole grain (76%), and dairy products (88%) daily. Fifty-seven percent reported a monthly grocery budget of less than $300.00. Research Conclusions: The participants in this study consumed below the daily recommendation for fruit/vegetable, whole grains, and dairy products. However, having access to fresh fruits and vegetables (p < 0.04) was not found to be a barrier for the consumption of fruits and vegetables. This data suggests (p < 0.04) that the number of people living in the household and the monthly grocery budget may have a greater influence for fruit and vegetable consumption than access to fresh produce. Implications for Future Practice: Health care providers need to be aware that many older adults do not consume the daily recommendations for fruit/vegetable, whole grains, and dairy products; however, they may still report their appetite and health status as “good.” Cost may be a greater barrier than access to fruits and vegetables. Further research is needed to explore how affordable nutrients can be provided to older adults. **Objective 1:** To investigate the association between reported monthly grocery budgets and the consumption of daily fruits, vegetables, whole grains, and dairy products for adults, age 60 and older.

**Session Number:** 10  
**Session Title:** Poster Session 1  
**Thursday, February 26; 8:30 PM-10:00 PM**  
**Age and Racial Differences in Preferences for End of Life Care at a Tertiary Care Medical Center. Donna M. Bearden, Heather Herrington, Steve Duncan, Ashley Nichols, Kendra Sheppard**  
**Abstract Body:** Studies have demonstrated racial differences in end of life care preferences between African Americans and Caucasians. The reasons for this are multifactorial and strongly influenced by cultural factors. Younger African Americans however may not have had some of the cultural influences that older African Americans have had, and consequently may have a different approach to end of life decisions. In order to assess this hypothesis, we analyzed palliative care consults in a tertiary care medical center in the southeastern United States from 2006 to 2013. Of those patients who received palliative care consultation, we also assessed the percent transferred to the Palliative and Comfort Care Unit (PCCU) and the percent discharged home with hospice. We then evaluated African American versus Caucasian preferences for PCCU transfer and discharge home with hospice, and then compared African American preferences for those greater than or equal to 65 years old versus those less than 65. We found that African Americans were just as likely to receive a palliative care consult while hospitalized as Caucasians. However, African Americans were less likely to be transferred to the PCCU, regardless of age > 65 years or < 65 years old. African Americans were also less likely to receive a hospice referral at discharge as compared to Caucasians. Again, there was no age difference between African Americans in regards to preference for discharge home with or without hospice. Our data therefore, does not demonstrate age-related differences among African Americans regarding end of life decisions we studied, specifically transfers to a palliative care unit and discharge home with hospice. This suggests
that African Americans, both young and old, may not be receiving the benefits of supportive services available to patients at the end of life, such as those provided by palliative care units and hospices. These findings support continued efforts to educate African Americans on the types of services available to them at the end of life. It also suggests we should work to eliminate barriers to accessing such services. **Objective 2:** At the end of this session, participants will understand racial differences between African Americans and Caucasians regarding end of life care at a tertiary care medical center in the southeastern United States. **Objective 1:** By the end of this session, participants will understand age-related preferences for end of life care at a tertiary care medical center in the southeastern United States.

**Session Number: 10**
**Session Title: Poster Session 1**
Thursday, February 26; 8:30 PM-10:00 PM

**The Life Satisfaction of Elderly Chinese Widows Living Alone and those Living with Adult Children. Kimberly McKay, Robin Goldberg-Glen**

**Abstract Body:** Care of China’s elderly population is of concern due to its projected growth as well as to changes in elder care patterns related to changing social and economic conditions. Increases in life expectancy and, therefore, in the duration of widowhood, particularly for women, magnifies this concern. Studies that examine the living arrangements and life satisfaction of elderly widows in China are limited. This study of 147 elderly widows examined differences in the life satisfaction of those who live with their adult children and those who live alone. This study also examined the effect of family and community support on the relationship between living arrangement and life satisfaction. The findings suggest that health status, family support and community support are significant predictors of elderly Chinese widows’ life satisfaction. They also suggest that elderly widows living alone have higher life satisfaction than those living with their adult children and that the gap in life satisfaction between these two groups is highest when levels of family support are high. **Objective 2:** Identify the social support needs of elderly Chinese widows. **Objective 1:** Identify the preferred living arrangements of elderly Chinese widows.

**Session Number: 10**
**Session Title: Poster Session 1**
Thursday, February 26; 8:30 PM-10:00 PM

**Establishing a Student Gerontology Society. Gayle A. Hudgins, Cynthia Garthwaite, Michael Lawrence**

**Abstract Body:** In spring 2012, students completing AHHS 325 Introduction to Gerontology expressed a desire to start a gerontology student organization in order to increase their networking opportunities in the interdisciplinary Minor in Gerontology. In autumn 2012, these students and others from pharmacy, social work, psychology, and speech pathology called the first meetings at which bylaws were approved, officers elected, dues set, and application made for recognition by Associated Students of the University of Montana. Members were recruited from students minoring in gerontology, announcements in gerontology classes, and flyers posted on campus. Faculty from social work and pharmacy agreed to serve as advisors to the new UM Gerontology Society. Biweekly meetings are held, including monthly speakers from the community. Approximately 15 students participated in a variety of projects in the 2012-13 academic year including raising $750 by offering pictures with Santa at the end of fall semester. Funds were donated to Honor Flight to send a WWII veteran to Washington, DC. Other successful projects included a raffle and participation in the Montana Gerontology Society Annual Conference. In 2013-14 the group helped MGS raise scholarship funds, held a second Photos with Santa event, sponsored an Elder Giving Tree for Christmas gifts for assisted living residents, and staged a Super Bowl party for Lighthouse (ALF) residents. Throughout 2013-14 the student group participated in the planning and staging of the Montana Gerontology Society Annual Conference in Missoula. In addition, the group applied for and received $400 from GSA to support Careers in Aging Week (CIAW) activities, which they used to conduct speed mentoring at the MGS meeting for students interested in gerontology. The efforts of the UM Gerontology Society were recognized in April 2014 when the group received the UM Sentinel Service Award for performing outstanding community service. In addition, the UM Gerontology Society’s president, Michael Lawrence, received one of two 2014 Outstanding Student Leader Awards. Benefits of having a student gerontology group include the interdisciplinary interaction and socialization opportunities for gerontology students, increased awareness of the interdisciplinary Minor in Gerontology, and recruitment of new students for the minor. UM Gerontology Society members also serve as ambassadors in the Missoula community and throughout the state, creating awareness of the many
opportunities for students in the field of aging. **Objective 2:** Describe the process for establishing a student gerontology society. **Objective 1:** State the advantages of forming a student gerontology society.

**Session Number:** 10  
**Session Title:** Poster Session 1  
Thursday, February 26; 8:30 PM-10:00 PM

**A Novel Approach: Using an Immigrant’s Story from a Popular Novel to Teach Immigrant Aging Issues.** Pamela P. Brown, Tawanda L. Hickman, Carmen V. Johnson  

**Abstract Body:** Immigration populations have increased over the past one hundred years, with a shift from European immigrants to those from Mexico, China, and India. According to a recent report by the Center for an Urban Future, there are over 430,000 immigrants 65+ currently living in New York City. This study highlights the fact that not all immigrants are young people searching for jobs or coming for an education. Many immigrants who moved to the United States in the 1980s and 1990s are aging in, or may have moved here as middle-aged or older adults with their children. These immigrants may face language and culture barriers, which coupled with a lack of education, may contribute to their difficulty navigating aging services that are available to them. Many students, particularly those who themselves are located within minority or underserved populations, may have difficulty relating to information on older immigrants. Integrating how immigrants face discrimination in similar situations presents challenges, which some instructors are unable to overcome. Thus using a novel documenting an immigrant’s aging issues may put a name and a face to the problem. This presentation showcases the use of a novel from the 1980s, which documents an Irish immigrant’s difficulty with health, finances, housing, and the navigation of doctors and social services, in order to bring light to the topic. Integrating additional information gleaned from the media and academic literature, government websites, as well as the author’s guided learning techniques/worksheets assisted in informing students’ on the challenges of working with this population. Reflections of gerontology undergraduate students are highlighted, including how class members were able to connect with the older adult’s story and sympathize with her plight. Additionally, some were able to relate the trials and tribulations of dealing with aging services through their own gerontological work. **Objective 2:** After attending this presentation, the participant will be able to consider students’ acquisition of knowledge from integration of popular material into learning environment. **Objective 1:** After attending this presentation, the participant will be able to integrate popular material (such as a novel) into their teaching environment.

**Session Number:** 15  
**Session Title:** 45 Minute Workshop 2  
Friday, February 27; 8:00 AM-9:30 AM

**Crafting state-of-the-art online gerontology courses: Trends and technology.** Katherine Humber  

**Abstract Body:** Distance education has come of age. Utilizing basic online tools, Web 2.0 technology, and contemporary approaches to online learning, effective and engaging courses can be developed that appeal to the learning styles of the modern student. This presentation provides guidelines and examples for creating an online outcomes-based gerontology course that incorporates multimedia, social media, and open educational resources. The result is a learning environment that moves away from the traditional static classroom to one that is dynamic and motivating. Importantly, these strategies can be implemented at minimal additional cost to the institution while reducing the out-of-pocket expense to students associated with the cost of textbooks. Further, the online platform provides an opportunity for gerontology educators to create portable content that can be infused across the curriculum – a key strategy for raising the visibility of gerontology programs. **Objective 3:** To illustrate how portable content in gerontology can be infused across the curriculum to raise the visibility of gerontology programs. **Objective 2:** To demonstrate the use of quality open educational resources in gerontology that reduce reliance on expensive textbooks. **Objective 1:** To demonstrate how to create dynamic online content in gerontology using low cost tools and fresh approaches to online learning.

**Session Number:** 15  
**Session Title:** 45 Minute Workshop 2  
Friday, February 27; 8:00 AM-9:30 AM

**New Technologies and the Changing Face of Education.** Lesa Huber, Julie Siefert, Laura Donorfio, Elizabeth Elmore, Julie Boron  

**Abstract Body:** The current model of higher education is under scrutiny from the President’s office to every parents’ kitchen table. Costs, access, loans, and time are just some of the barriers potential students face as they consider a traditional college
education. Online education has the potential to address many of the challenges to higher education—location and time, costs and credentials, knowledge creation and sharing. In just the past 20 years, online education has changed the face of education and drawn the attention of senior leadership. Institutions of higher education can achieve their goals through information technology, leapfrogging over the costs and constraints of the brick and mortar model. While leadership sees dollar signs, faculty have a more nuanced perspective. Questions about student learning, faculty teaching time, and the lack of faculty-student interaction have been considered and will continue to deserve conversation. Emerging learning technologies often with steep learning curves, bring new issues for consideration. The mission plan of AGHE’s newest committee, New Technologies and Education, is to implement and facilitate mechanisms for AGHE to assist faculty in developing curriculum related to the adoption, use, and evaluation of technology in later life. In this session, committee will share best practices with new and emerging technologies. For each technology, presenters will describe what it is, where it is going, and why it matters to teaching and learning. MOOCs, design thinking, wearable computing, and collaboration in the cloud are just some of the trends that currently challenge conventions of higher education, including the role of faculty and the institution, accreditation, and criteria for awarding credit (Edudcause, 2014). The session will be designed to kindle a lively conversation around program and curriculum design and development, competency-based learning, accreditation, and what constitutes a valid learning experience.

Objective 3: Discuss why the technology matters for program and curriculum design and development, competency-based learning, accreditation, the design of valid learning experiences.

Objective 2: Discuss possible future outcomes for each of the technologies.

Objective 1: Describe at least two emerging educational technologies

Session Number: 20
Session Title: 45 Minute Workshop 3
Friday, February 27; 8:00 AM-9:30 AM

Life-long Health Services Utilization and Life-long Health: A Study Exposing Myths for Educational and Other Purposes. Donna M. Wilson, Gail Low

Abstract Body: A research study was conducted to explore self-perceived current and life-long health, and life-long health services utilization among older Canadians; and identify potential linkages between health and health services utilization. This study was done because of rising concerns over population aging, including the commonly held concerns around the impact of ill health in old age on the health care system. A questionnaire was designed to collect information on self-perceived health and the use of common health care services, including ERs, inpatient hospital beds, outpatient departments, day-surgery clinics, and physician offices/clinics. After the questionnaire was pilot tested and research ethics approval gained it was uploaded to the Internet for open access completion. After 100 participants aged 60+ voluntarily completed the online questionnaire in full in early 2014, it was taken down and the data analyzed using the SPSS computer program. The most revealing findings were generally low health service utilization levels and mostly high self-perceptions of current and life-long health. It was not surprising to find a link between ill health and health services utilization, as total lifelong inpatient hospital days of care and total lifelong physician office/clinic visits were significantly higher among those reporting neutral or poor life-long health. Neutral or poor current health was also associated with higher total life-long ER, day-surgery, and physician office visits. Additional important findings were gained through multiple regression analyses, which revealed that, regardless of age or gender, self-rated life-long health predicted total inpatient days, while the life-long use of some health services were linked to participant finances and the number of illnesses or health conditions that they lived with on a daily basis. In conclusion, this study which found generally low service utilization levels and mostly high self-perceptions of health call into question the commonly-held belief that older people are often ill and high users of health services. Objective 1: After attending this presentation, participants will be able to question the commonly held belief that older people are often ill and high users of healthcare services.

Session Number: 20
Session Title: 45 Minute Workshop 3
Friday, February 27; 8:00 AM-9:30 AM

Things That Matter to Residents in Nursing Homes and the Nursing Care Implications. Nila B. Reimer

Abstract Body: A move toward care of residents in nursing homes where they are respected and heard is finally emerging. Common strategies used in nursing homes to improve quality of care for residents are integration of person-centered care and assessing care using satisfaction surveys. Although approaches of integrating person-centered care and satisfaction surveys have been valuable in improving nursing home quality, strategies of care that include things that matter from residents’ perspectives while living in nursing homes need investigation. The purpose of this qualitative descriptive study was to
describe things that residents age 65 and older state matter to them while living in the long-term care sections of nursing homes. A qualitative mode of inquiry using purposeful sampling led to a natural unfolding of data that revealed things that mattered to residents. Content analysis was used to reduce the data in a manner that kept the data close to the context yet moved the data toward new ideas about including things that mattered to residents in nursing care. The findings revealed residents’ positive and negative experiences and addressed the question: How can nurses manage residents’ positive and negative aspects of care in nursing homes? This study substantiated the importance of developing nursing care strategies derived from residents’ descriptions of care. Finding ways to promote nurses’ investment in attitudes about a person-centered care philosophy is essential for successful person-centered care implementation. Enhancing nurses’ knowledge, skills, and attitudes with an investment in person-centeredness will be more likely to put nurses in a position to role-model care that is person-centered from residents’ perspectives.

Objective 3: After attending this activity, participants will be able to describe four ways to enhance nurses’ knowledge, skills, and attitudes for improving person-centered care in nursing homes.

Objective 2: After attending this activity, participants will be able to discuss four suggestions for how nurses may manage residents’ positive and negative aspects of care in nursing homes. Objective 1: After attending this activity, participants will be able to describe four clusters of data that reflect positive and negative things that matter to ten residents who live in the long-term care sections of nursing homes.

Session Number: 25
Session Title: Approaching Global Aging from Three Unique Perspectives
Friday, February 27; 8:00 AM-9:30 AM
Approaching Global Aging from Three Unique Perspectives. Tina M. Kruger, José Carrión-Baralt, Christine Fruhauf, Rona Karasik
Abstract Body: In this symposium, sponsored by AGHE’s Academic Program Development Committee, three faculty members will share their strategies for incorporating information about global aging into their teaching, research, and service activities. Tina Kruger will tell about her experiences leading a short-term study abroad experience in Finland. She will share strategies for setting up the course, recruiting students, and obtaining funding for the trip as well as explaining the impact of the experience on the gerontology program she coordinates at Indiana State University. José R. Carrión-Baralt, a faculty member at the University of Puerto Rico, will then share how the local research he leads his students to conduct increases their awareness of global differences in aging. Because most research underlying extant Gerontological theory is conducted in developed nations, local research on aging in Puerto Rico provides students with an understanding of how people in non-North American or European countries differ from what is portrayed as “the norm”. Finally, Christine Fruhauf will share her experience as a Fulbrighter in 2006 in Hungary, where she examined the culture/language and learned about healthcare and aging, information she has since shared with students in her perspectives in gerontology course. Her presentation will include information about how academics can turn their international experiences into creative classroom projects/teaching opportunities for their students. She will then give information about Fulbright opportunities and provide helpful hints about applying for a Fulbright. Rona Karasik will serve as the discussant in this symposium and will synthesize these presentations. This symposium will help attendees identify different means of increasing personal awareness of international aging issues and strategies for exposing students in aging courses to such content. In addition, these presentations will include information about research and service experiences that translate into better-informed teaching and gerontology program development.

Objective 3: After attending this session, participants will be able to identify means of increasing personal awareness of international aging issues.

Objective 2: After attending this session, participants will be able to incorporate content related to global aging in the courses they teach.

Objective 1: After attending this session, participants will be able to identify means of increasing personal awareness of international aging issues.

Session Number: 30
Session Title: From Local to Global: A Look into Policy Initiatives from Members of the AGHE Public Policy Committee
Friday, February 27; 8:00 AM-9:30 AM
From Local to Global: A Look into Policy Initiatives from Members of the AGHE Public Policy Committee. Tara McMullen, Suzanne Kunkel, Kelly Fitzgerald
Abstract Body: AGHE members have an impact on policy processes through their own research and through the education they provide to future decision-makers, service providers, and leaders in our aging society. Policy-related decisions from all levels of government, international stakeholders, and even those in education, are informed and guided by academics,
researchers, advocates and people like you. This symposium is intended to highlight the work of the members of the AGHE Public Policy Committee and its implications for curriculum and internships in gerontology. First, Dr. Suzanne Kunkel will present on her current work on a collaborative project between the National Association for Area Agencies on Aging (n4a) and the Scripps Gerontology Center at Miami University. This project is tracking the evolving roles that area agencies on aging play in balanced long-term care systems in their communities, and the opportunities and challenges they face in an era of managed care. Second, Tara McMullen will discuss the efforts by the Centers for Medicare & Medicaid Services (CMS) to standardize quality measures in post-acute care (PAC) in order to facilitate patient centered, coordinated care and seamless care transitions. Finally, Dr. Kelly Fitzgerald will discuss some of the current policy hot topics that are being supported and advocated by the United Nations Non-Governmental Organizations (UN NGOs) Committee on Ageing in Geneva, New York, and Austria. Internationally, NGOs have a powerful voice at the United Nations. NGO representatives attend sessions, present information, meet with influential people, and advocate for older adults on aging policy issues. After attending this symposium, participants will be able to better understand and communicate a few key policy efforts from the state, Federal, and international arenas. **Objective 2:** This symposium is intended to highlight the work of the members of the AGHE Public Policy Committee and its implications for curriculum and internships in gerontology. **Objective 1:** After attending this symposium, participants will be able to better understand and communicate a few key policy efforts from the state, Federal, and international arenas.

**Session Number: 35**
**Session Title:** Health Professions and Aging
Friday, February 27; 8:00 AM-9:30 AM

**Innovation in Gerontological Teaching Design: Incorporating Gerontologists into an Interprofessional Clinical Experience. Sierra Alewine, Leland Waters, Tracey Gendron, Pamela Parsons**

**Abstract Body:** Interprofessional education (IPE) is essential for all students preparing for careers in gerontology. In literature today, the role of a gerontologist in an interprofessional clinical team is largely undefined with little evidence of inclusion of a gerontologist and/or gerontology students into a clinical team. Within the Richmond Health and Wellness Program (RHWP), a HRSA-funded community based transitional care model, we developed a role for a gerontologist as a key member within an interprofessional community based care model, and expanded that role to create an innovative strategy to include gerontology students within the IPE student teams. The RHWP model provides care-coordination and health promotion services to low-income older adults (aged 55+) living in an urban Section 8 high-rise apartment building through student led interprofessional collaborative practice teams with faculty oversight. Faculty from Virginia Commonwealth University Schools of Nursing, Allied Health Professions, Medicine, Pharmacy, and Social Work, provide oversight for interprofessional clinical teams of students at the practice site where they help to guide and teach students in their roles as future practitioners. Each student in the clinical team participates as learner and teacher and receives educational and clinical experience while sharing individual expertise. The role of a gerontologist in an interprofessional clinical team has been developed to ensure targeting a more comprehensive biopsychosocial perspective during clinic visits and leadership meetings, incorporate gerontological competencies, contribute to evidence-based practice, and act as an advocate on behalf of older adults. The RHWP model utilized a master’s level gerontology student as the clinical coordinator for the program. As the program evolved, the role of the gerontologist within the IPE clinical setting expanded to include curriculum development for a future for-credit course. The program demonstrated that involvement of the gerontology student in the IPE process was valuable for professional growth, development, contributing a biopsychosocial perspective, and interdisciplinary understanding for team members. Gerontology is a relatively new stand- alone discipline and is essential to ensuring the quality of care and services for older adults as the aging population grows. Including gerontology in IPE can only help but further the goal of infusing gerontological knowledge to promote interprofessional understanding. **Objective 2:** to define the role of a gerontologist in a clinical interprofessional setting. **Objective 1:** to discuss why it is essential that gerontology students be included in clinical interprofessional learning experiences.

**Session Number: 35**
**Session Title:** Health Professions and Aging
Friday, February 27; 8:00 AM-9:30 AM

**Innovations in Gerontological Nursing Education: Exposing Baccalaureate Nursing Students to Transitional Care. Melissa O’Connor, Angelina Arcamone, Frances Amorim, Mary Beth Hoban, M. Louise Fitzpatrick**
Abstract Body: Prior research has shown that chronically ill older adults are particularly vulnerable for poor outcomes during a care transition. Several studies show that during care transitions, the health needs of this population are often managed poorly resulting in increased costs for the payer and adverse outcomes for the patient including medication errors, falls and potentially preventable hospitalizations. A care transition refers to the “handoff” period, where patients are transferred to new providers and care settings. Transitional care includes a broad range of services designed to promote patient safety between levels of care and across settings such as between an acute care hospitalization and skilled home health. It is well established that the majority of older adults prefer to stay at home and age in place, making skilled home health a frequent choice to assist older adults make the successful transition from acute care settings to home. The Institute of Medicine calls for nurses to have an “expanded set of competencies” and for innovative nursing curricula to meet the “…current and future health needs of the population” especially in the areas of community and public health, and gerontology. The Transitional Care Experience is an innovative addition to Villanova University’s undergraduate nursing curriculum which introduces junior-level baccalaureate nursing students to caring for older adults following a recent transition from an acute care setting to home through a practice partnership with The Home Care Network/Main Line Health. Villanova University is the first undergraduate baccalaureate program in the United States to provide students with exposure to transitional care this early in the curriculum. Future nurses must be well-prepared to assist older adults successfully transition between providers and care settings in order to promote optimal patient outcomes. A convenience sample of undergraduate nursing students and nurse preceptors were surveyed to elicit how this experience is preparing future nurses to improve care transitions, especially among chronically older adults who are vulnerable for poor outcomes. Among the key emergent themes that resulted included the high levels of engagement of students, clinical preceptors and the older adults visited; the ability to apply Transitional Care concepts to their future coursework as well as hands-on patient care; and the importance of exposing undergraduate nursing students to Transitional Care and other care settings such as home health and not just the hospital. Future research recommendations including increased exposure to Transitional Care through additional professional practice partnerships is explored. Objective 3: After attending this session participants will be able to define care transitions and Transitional Care. Objective 2: After attending this session participants will be able to discuss the importance of quality care transitions to the health outcomes of chronically ill older adults. Objective 1: After attending this session, participants will be able to discuss the importance of exposing undergraduate nursing students to Transitional Care.
tools to recognize and prevent delirium in the home and community setting. **Objective 2:** Identify two examples of delivering content to multiple groups of learners using a service learning pedagogical approach to learning. **Objective 1:** Describe the design and delivery of delirium content to nursing students and family caregivers.

**Session Number: 35**  
**Session Title:** Health Professions and Aging  
**Friday, February 27; 8:00 AM-9:30 AM**  
**Preparing Health and Social Service Graduates for Seniors’ Care: Canadian Educators Need Supports for Systematic Approaches to Curricular Enhancement.** Lynn McCleary, Veronique Boscart, Peter Donahue, Kelsey Harvey  
**Abstract Body:** Background: Inadequate preparation health and social care graduates for seniors’ care has been identified as a problem internationally. In Ontario, Canada, a Ministry of Health and Long Term Care report recommended improvements to entry-to-practice education. The extent to which Canadian educators believe that curriculum should be enhanced is unknown. Aims: We investigated faculty and educational administrators’: awareness of gerontological competencies; integration of these competencies in their curriculum; opinions about need to enhance curriculum; and experiences enhancing curriculum. Methods: An online survey was conducted of education administrators and teaching faculty at universities, community colleges, and career colleges (n=156) in the province of Ontario. Key informant interviews (n=12) were conducted about entry-to-practice education of 16 categories of health and social care workers. Findings: Most administrators (70%) and teaching faculty (50%) believe that graduates of their programs achieve required seniors’ care competencies. However, most administrators (68%) and teaching faculty (75%) thought that improvements were needed. They were less confident that entry-to-practice competencies are achieved consistently in Ontario. Most faculty and administrators were not aware of published gerontological competencies they could use to evaluate curricula, indicating possible lack of awareness of gaps and problems in curriculum. With the exception of recreation therapy and social work, most programs required that all students have practice learning with seniors’. Many respondents reported having modified their curriculum to enhance gerontology content. However, systematic approaches that have been shown to be effective were uncommon. This was a least partly due to lack of resources to support systematic approaches. Successful curriculum enhancement was facilitated by availability of expert faculty – but lack of expert faculty was identified as a problem by teaching faculty and, to a lesser extent, by administrators. Recommendations: Supporting health and social care educators to systematically evaluate and modify curriculum using published competencies and available resources would be effective. Partnership with clinical agencies is essential for success. Sustainability depends on building awareness and capacity among educators and administrators. **Objective 1:** To describe needs related to achieving competencies for seniors’ care among graduates of Canadian health and social service worker education programs.

**Session Number: 40**  
**Session Title:** Policy Issues Around the World  
**Friday, February 27; 8:00 AM-9:30 AM**  
**Impact of Adult Education and Training on Employment Status among Older Adults: a Cross National Comparison.** Phyllis Cummins, Suzanne Kunkel, Ryan M. Walker  
**Abstract Body:** As the global population ages, there is growing pressure on older workers to remain in the labor force, particularly in highly industrialized nations. This, compounded by the effects of globalization and an ever increasing demand for high-skilled workers, has increased the focus on continuing adult education and training (AET). Previous studies have demonstrated how participating in AET benefits workers—this study, using data from the Organization for Economic Cooperation and Development (OECD), seeks to expand on that. Gaining a better understanding of how adults benefit from education and training at older ages is important from both a policy and practice perspective. This study used binary and logistical regression techniques to examine what types and intensities of AET are related to income and labor force participation rates. Those aged 45 to 64 were the focus of these analyses. In addition to analyzing U.S. data, this study compared U.S., Swedish, German, and Japanese AET participation and labor market outcomes. Findings suggest that AET that was job related had more impact on labor force participation and employment than AET not related. Also, findings suggest that non-formal (leaking takes place in educational and training settings, but does not typically lead to a formalized credential) AET may have a stronger impact on labor force participation and employment than does formal (learning that takes place in education and training institutions and leads to recognized credentials and diplomas) AET. Finally, findings indicate that nations who put more emphasis on continuing adult education see a greater impact of AET in general. **Objective**
1: After attending this activity, participants will better understand how continuing education and training affect the employment status of older workers and how this varies by country.

Session Number: 40  
Session Title: Policy Issues Around the World  
Friday, February 27; 8:00 AM-9:30 AM  

Can Participation in Lifelong Learning Challenge Stereotypes of Aging?  
Patricia Huffman-Oh

Abstract Body: Background: Positive and negative age stereotypes may affect the way older adults view their own aging experience. It is increasingly recognized that positive self-perceptions of aging (SPA) is an important contributor to behavioral choices that support healthy aging. However, little is known about factors that can influence older adults to view aging—both of themselves and of others—more positively. Objective: This study explored the aging stereotypes and self-perceptions of aging held by participants in four classes of lifelong learners enrolled in the Osher Lifelong Learning Institute at UMass Boston (n = 67) to see whether participation could challenge age stereotypes and positively influence self-perceptions of aging. Method: Courses included in the study were: (1) ageism in the US context (n = 17 completing T1 and T2; age range: 67-79; 82% female); (2) discrimination based on age, ability, or sexual orientation (n = 18; age range: 50-91; 68% female); (3) balance and fall prevention (n = 21; age range: 59-87; 81% female); and (4) the history of sports (n = 11; age range: 50-78; 64% female). A 24-item survey was given to participants on the first and final day of class. The instruments used were the Images of Aging Scale (score range 1 to 5, with 5 indicating more positive stereotypes of aging) and six items taken from the Philadelphia Geriatric Center Morale Scale (score range: 1-5, with 5 indicating more positive SPA). Results: There was a significant increase in positive stereotypes of aging between the first (M = 3.66, SD = 0.34) and final session (M = 3.95, SD = 0.31) of the ageism class, t(16) = 2.37, p = 0.03; between the first (M = 3.75, SD = 0.48) and final session (M = 4.23, SD = 0.60) of the discrimination class, t(17) = 4.36, p = 0.01; and between the first (M = 2.98, SD = 0.43) and final session (M = 3.87, SD = 0.45) of the balance class, t(20) = 6.51, p ≤ 0.001. As expected, there was no significant change in scores between the first and final sessions of the sports class. None of the classes showed a significant change in SPA scores between the first and last sessions. Conclusion: Participation in lifelong learning courses that challenge ageist stereotypes or offer tools to compensate for age-related changes may positively affect the stereotypes of aging of class members. Objective 3: Participants will discuss the possible influence of participation in lifelong learning on increasing positive self-perceptions of aging. Objective 2: Participants will analyze the effect of participation in lifelong learning on stereotypes of aging held by members of the Osher Lifelong Learning Institute at UMass Boston. Objective 1: Participants will know more about the influence of negative and positive stereotypes of aging on self-perceptions of aging (SPA).

Session Number: 40  
Session Title: Policy Issues Around the World  
Friday, February 27; 8:00 AM-9:30 AM  

U.N. Millennium Goals and Older Adults: Challenges and Contributions.  
Sherry Cummings

Abstract Body: The U. N. Millennium Development goals are eight international development goals that all United Nations member states and at least 23 international organizations committed to help achieve by 2015 (UN, 2000). They include eradication of extreme hunger and poverty; combating disease epidemics such as HIV/AIDS; achieving universal primary education; promoting gender equality and ensuring environmental sustainability. These eight goals are seen as fundamental efforts critical to the successful and humane advancement of those in both developing and developed countries. While the MDGs do highlight the needs of children and younger adults, they are silent on the role of older adults. More recently, however, discussions have begun to highlight the critical role that older adult needs and contributions play in the achievement of the MDGs and to the post-2015 development agenda. Referring to older adults the President of the U.N. General Assembly at the 2003 UN International Day of Older Persons, stated: “It is difficult to imagine how countries may progress if such a significant proportion of the population is not taken into account in the development process.”. Large numbers of older persons worldwide often face concerns raised by the MDGs that need to be addressed immediately, including food, health care and economic security. In addition, older adults often play a fundamental role in functioning and well-being of families and communities throughout the world. This presentation will review the eight millennium development goals; older adults’ status in relation to each of these goals; and the ways in which older adults contribute the achievement of the MDGs. Recommendations for older adult involvement in the post-MDG 2015 agenda will be included. To increase student’s knowledge of global development efforts and the role of the growing worldwide older population to, and in, these efforts,
suggestions for the inclusion of MDG/older adult materials in gerontology and global studies curriculum will be offered.

**Objective 3:** Discuss older adults’ contribution to the achievement of the MDGs. **Objective 2:** Articulate older adult needs as they pertain to the MDGs. **Objective 1:** Describe the eight U.N. Millennium Development Goals (MDGs)

**Session Number:** 40

**Session Title:** Policy Issues Around the World  
Friday, February 27; 8:00 AM-9:30 AM

**Aging World and Its Sustainability. Lisa Hollis-Sawyer**  
**Abstract Body:** In examining the impact of an aging population across regions of the World, a “nesting basket” theory of societal and environmental sustainability (Turville, 2014) will be theoretically applied and practically discussed regarding supporting and promoting older adults in many different cultures. In this theory of sustainability, the “first basket” represents the earth’s natural systems and how an aging population and their environment dynamically interact, the “second basket” is nested within the first basket, represents society and their need to better support and promote an aging population; and the “third basket” is nested within the second basket and represents the economy, which has significant implications toward the utilization and financial security related to an aging population. This paper will explain how an aging World population will change the design of natural, physical environments (“first basket”), will significantly “shift” societal norms and functioning in response to an aging population (“second basket”), and significantly impact for many decades national and World economies (“third basket”). The researcher will talk about timely issues of the meaning of “successful aging,” quality of life concerns, and the “aging in place” desire of a growing older adult population in the US and across regions of the World. Extending this idea of “aging in place” in the natural environment, the researcher will talk about the “fit” of older adults to their changing environment (e.g., home environment, workplace) from a changing functional ability perspective to broader “fit” issues of aging generations within changing natural environmental conditions in the world. **Objective 3:** To inform how environmental, societal, and economic factors dynamically interact in response to an aging World population over the coming four (and more) decades. **Objective 2:** To introduce and apply a “sustainability” theory to issues in supporting and promoting positive quality of life outcomes for an aging World population. **Objective 1:** To educate about current and projected trends in an aging World population.

**Session Number:** 45

**Session Title:** Promoting Empathy through Experiential-Simulation Education  
Friday, February 27; 8:00 AM-9:30 AM

**Promoting Empathy through Experiential-Simulation Education. Thomas A. Teasdale, Sheryl Mapes, Jeanene Lindsey**  
**Abstract Body:** At AGHE 2014, we described the development and implementation of a new “Dementia Twenty-Four Seven Simulation Training” curriculum that offers trainees a deeper understanding of people living with dementia by spending time “walking in their shoes.” In the proposed AGHE workshop, we will offer a hands-on opportunity for session attendees to complete the Dementia 24/7 simulation curriculum, plus discuss benefits and challenges of using simulation education (this one or others) in specific settings. The Dementia 24/7 simulation activities mimic what it’s like to feel confused, frustrated, isolated, and with increasing memory loss. Trainees gain compassion and empathy by experiencing the perspective of a person living with dementia. The AGHE workshop will begin with a brief orientation to simulation education and how to get the most from the workshop. All attendees then complete the simulation curriculum starting with background information on dementia, preparing the learners for the simulation activities, and noting anticipated program outcomes. Attendees will then rotate through the 5 activity stations that each last about 15 minutes: The Day Begins-Confusion and Frustration, A Visit to the Doctor-Isolation and Stigma, A Family Gathering-Language and Communication, Losing Myself-Memory Loss and Forgetfulness, and Losing Control-Dependency and Despair. The training environment engages trainees in a realistic experience that encourages immersion, self-reflection, and sharing of personal impressions through hands-on activities and solid debriefing. At the conclusion of these five hands-on simulation activities, a group debriefing will reinforce educational objectives and allow for sharing among participants. Finally, AGHE workshop attendees will also discuss program fidelity, guarding against possible psychological stress from simulation, establishing discussion points and take-home messages, disciplines and settings where this simulation tool is in use, and logistics of implementing simulation curricula. We anticipate that AGHE workshop attendees will be better prepared to develop and/or implement hands-on simulation training as an educational modality. **Objective 2:** Use newly developed empathy in the care of persons living with dementia. **Objective 1:** Describe some of the cognitive challenges experienced by persons with dementia.
Session Title: Using the Experiences of Developing Nations to Teach Global Aging
Friday, February 27; 8:00 AM-9:30 AM


Abstract Body: Developing nations are experiencing a much faster rise in the number of older adults compared to developed countries. There are various ways to teach about global aging in developing nations including in the classroom, online, or on location. Margaret Teaford will discuss a course in which she introduces the trends of global aging by having students study a country in the developing world. Students gather demographic data and information on health conditions, employment and retirement, housing and living arrangements, family caregiving, intergenerational relations, and urban and rural elders. They present their findings in various formats displayed in the school’s lobby. Students learn about one country in depth and compare and contrast their findings with other countries. Alternatively, studying abroad can also have a major impact on learning. Dana Bradley will present about critical issues in the design and implementation of a three week immersion experience in China for undergraduate and graduate students. Students spend several full days in three different settings in China: a county operated senior home, a provincially run continuing care retirement community and a private assisted living and skilled care facility. Pedagogical course goals create an environment to help students appreciate how Chinese administrators and care workers approach their work in a political and regulatory environment which is significantly different than the U.S. Emphasis is placed on developing insight into new ways to lead based on lessons gained through immersion.

Lisa Skemp will then describe the ongoing Interprofessional Study Abroad Program on Capacity Building for Healthy Aging in South India. This course provides on-line discussions to prepare a small group of health professions and liberal arts students from diverse colleges and educational institutions to participate on an applied community capacity building program in South India. In India, students take intensive courses from India professors on India history, culture, and health care. With direct mentorship from Indian and U.S. faculty the students then learn and apply the principles of culturally-informed community health combined with disciplinary knowledge and skills to gain experience on further developing culturally-informed community interventions in south India. The focus has been on community programming for foot and oral care, in particular for those at risk for or with diabetes. She will provide an overview of the 6-year program and student, rural India community, and India partner process, challenges, and outcomes. Recommendations for use of the program design are discussed.

Objective 3: Participants will be exposed to strategies to insure successful learning experiences outside of the institutional home country. Objective 2: Participants will learn about strategies and resources to teach about global aging. Objective 1: Participants will be able to explain how a growing aging population will impact developing countries.

Session Title: Poster Session 2
Friday, February 27; 9:00 AM-12:00 PM

"Crippling" Gerontology: Infusing Disability Studies into Aging Studies. Hailee M. Gibbons

Abstract Body: Older adults and people with disabilities are two groups that are increasingly intersecting in American society. Approximately 20% of the U.S. population is disabled, and about 33% of people who report having impairments are older adults (Moore, 2009). There are also increasing numbers of people with congenital or early-onset disabilities that are living into old age (Heller & van Huemen, 2013). Furthermore, older adults and people with disabilities share many of the same concerns, such as caregiving and family support, consumer-directed services, and physically and socially accessible communities. However, despite many intersections between older adults and people with disabilities, the interdisciplinary fields of Gerontology and Disability Studies have remained, for the most part, disparate (Berger, 2013; Lightfoot, 2007). As our society ages and the disabled population “grays” (Kahuna, Kahuna, & Lovegreen, 2011), it will become progressively important for these two fields to communicate, inform one another, and partner. Infusing a Disability Studies perspective into the study of aging and old age might be considered a way of “cripping” Gerontology. Sandahl (2003) explains: “Crippling spins mainstream representations or practices to reveal able-bodied assumptions and exclusionary efforts...cripping [exposes] the arbitrary delineation between normal and defective and the negative social ramifications of attempts to homogenize humanity” (p. 37). While Sandahl was referring to crippling Queer Studies, the potential to crop Gerontology is similarly important. Crippling Gerontology offers the field a way to critically examine how disability is viewed and treated in the context of old age, and how this informs the ways disability is taught about in Gerontology. In this paper, I first discuss the major tenets of the interdisciplinary field of Disability Studies and explain how a Disability Studies perspective differs from a
more traditional, biomedical approach to disability. Then, I describe why it would be beneficial for Gerontology scholars and students if Disability Studies approaches were more intentionally included in the study of older adults and aging. Lastly, I provide suggestions and resources that illuminate the myriad ways a Disability Studies perspective might be infused into Gerontology or Aging Studies courses or programs. **Objective 2:** After attending this presentation, participants will be able to discuss possible ways for them to incorporate a Disability Studies perspective into their Gerontology or Aging Studies courses or program. **Objective 1:** After attending this presentation, participants will be able to articulate the major tenets of the interdisciplinary field of Disability Studies, and explain how a Disability Studies perspective differs from a more traditional, biomedical approach to disability.

**Session Number: 55**
**Session Title: Poster Session 2**
**Friday, February 27; 9:00 AM-12:00 PM**

**Current Standing and Future Prospects for Gerontological Education in Japan.** *Tomoko Ikeuchi, Masami Takahashi, Hisao Osada*

**Abstract Body:** The ratio of persons 65 years and older in Japan had reached 24 percent of the population in 2012. Despite that Japan is one of the most rapidly aging nations in the world, the importance of gerontological education has yet to be recognized fully in the society. This study reports Japan’s current standing and future prospects for gerontological education. In 2002, a big first step towards gerontological education, in particular higher education in gerontology, in Japan was taken; a master’s degree in gerontology was started, followed by a doctoral degree in 2004, by J. F. Oberlin University. In 2014, 10 years after the first step, there are still only one master’s program and one doctorate program in gerontology, and there is no undergraduate program that leads to a gerontology degree in Japan. However, it is important to note that a number of universities have begun integrating gerontology courses at graduate and undergraduate levels into other fields of studies, such as geriatrics, nursing, psychology, sociology, etc. According to the J. F. Oberlin University Graduate School of Gerontology, since the establishment of their graduate programs in gerontology, 201 students (81% female) have enrolled in the master’s program and 41 students (70% female) in the doctoral program. The programs are designed to suit students with full time jobs by scheduling classes at nights and on weekends. Thus, a majority of the students have already had professional careers, including university professors, nurses, occupational or physical therapists, etc., when starting the program and often kept their full time jobs throughout the program. The graduates without professional careers have been successful in gaining employments at universities or research institutions within three years of graduation with a Ph.D. degree. Moreover, the university has been active in exchanging academic agreements with universities abroad offering degrees in gerontology. In 2013, they completed an agreement with Akdeniz University of Turkey. Japan needs to disseminate the message that gerontological education is important in every level of its educational system, which would lead the society to create more opportunities for those who have been trained to become gerontologists and serve older people in various areas, both in private and public sectors. In addition, as Kunkel (2008) noted, Japan needs a national organization comparable to the AGHE in the U.S. to promote gerontological education. **Objective 1:** After attending this activity, participants will be able to explain the issues concerning gerontological education in Japan.

**Session Number: 55**
**Session Title: Poster Session 2**
**Friday, February 27; 9:00 AM-12:00 PM**

**A “Balikbayan’s” (Homecoming) Epilogue: The Return Experience of Overseas Male Filipino Workers (OMFWs).** *Karel Kalaw*

**Abstract Body:** This paper aims to illustrate the Philippine case among overseas male Filipino workers (OMFWs) as they return home after a significant portion of their lives working and living abroad. The Philippines, a relatively young nation and where gerontology is gradually becoming relevant, makes a good case to recognize the urgency on the aging of nations. With the saliency of overseas work among Filipinos and the coming home of the now aged OMFW returnees, it is valuable to explore their return experience as refracted by age. Labor migration juxtaposed to “aging” overseas workers makes it more meaningful for Filipinos as the experience of migration is a defining feature of Philippine society. In 2010, the number of overseas Filipino workers was 2.04 million and represent 6.9% of the most economically active population (National Statistics Office, 2011).[i] Clearly, Filipinos continue to seek opportunities overseas and comprise one of the largest groups of migrant workers across the globe (Bautista, 2002)[ii]. They significantly help to stabilize the Philippine’s economy through the remittances they send home. The prominence of migration in the lives among Filipinos is not to be
underestimated as it penetrates even the most personal and private lives of the “aging” OMFW returnees. Drawn from social interviews among 6 OMFW returnees, the qualitative study reveals individualist understandings and subjectivities on the return experience in later life among OMFW returnees. The life course perspective is useful in offering a roadmap in understanding this pertinent feature of modern society and invites a careful reflection on the implications of the homecoming of “aging” OMFW returnees to their families and back home. [i] Ericta, Carmelita (2012). Total Number of OFWs is Estimated at 2.2 Million (Results from the 2012 Survey on Overseas Filipinos). Viewed on June 17, 2014, http://www.census.gov.ph/content/total-number-ofws-estimated-22-million-results-2012-survey-overseas-filipinos [ii] Bautista, M.C.R.B. (2002). Migrant Workers and their Environments: Insights from the Filipino Diaspora. Viewed on February 6, 2010, http://www.unu.edu/hq/Japanese/gs2002j/shonan18/Bautista4abstE.pdf. Objective 3: After attending this activity, participants will be able to explain the intersection of aging and migration through the life course perspective. Objective 2: After attending this activity, participants will be able to describe aging among OMFWs returnees. Objective 1: After attending this activity, participants will be able to know OMFWs and their return experience.

Session Number: 55
Session Title: Poster Session 2
Friday, February 27; 9:00 AM-12:00 PM

Portrayals of Older Adult Characters in Popularly Tweeted Television Shows. Meagan Jain, Jaynette L. Atkinson

Abstract Body: Research on media representations of older adult characters on television shows, movies, and commercials is well-established; yet, much of this research focuses on traditional methods of television viewing (e.g., watching the show when it airs on a T.V. screen). Young adults watch a lot of television in a variety of ways, and they are the largest consumers of social media such as Twitter. Twitter is so significant that Nielsen has begun reporting on the most tweeted shows. To understand more about popular television shows among young adult consumers, this study selected the three most tweeted shows: The Walking Dead, Breaking Bad, and American Horror Story: Coven. For each show, the three highest rated episodes were quantitatively and qualitatively analyzed via content analysis. Six older characters were identified and analyzed in detail. First, the qualitative analysis involved rich descriptions of the characters (i.e. what they were wearing, how they were positioned on the screen, what they were talking about, etc.). Second, the quantitative portion of this study measured how the older characters were portrayed using personality traits by Robinson et al. (2007) and Hummert et al. (1994) stereotypes. Findings from both analyses revealed negatively stereotyped depictions of older adults. Quantitatively, depictions of both genders adhered closely to negative stereotypes. Only one male character was coded to have positive characteristics. A surprising and notable finding in the qualitative analysis concerns gender. Older women characters were only coded in one of the television shows, American Horror Story: Coven. All three female characters were not only portrayed negatively but were portrayed as being overly concerned with the aging process in terms of how age was affecting their physical appearance. In general, these findings indicate that older adult characters are depicted using cultural stereotypes that view aging as a negative experience. Although the sample size is small, this study is important for several reasons: 1) the texts were selected based on newer technology; 2) the results are consistent with past portrayal research; and 3) the mixed method analysis provides an in-depth examination of these portrayals. Results are discussed in terms of cultivation theory and intergenerational contact theory. The stereotypical prominence of these characters could have significant ramifications on young adults’ distorted perceptions of reality. Objective 1: to reveal how older characters are portrayed in television shows popular with younger audiences.

Session Number: 55
Session Title: Poster Session 2
Friday, February 27; 9:00 AM-12:00 PM

Understanding Risk Factors for Injuries Amongst the Older Population in Long-Term Aged Care Facilities in the Klang Valley, in Malaysia,. Saraswathy Venkataraman, Jennifer Oxley, Louise Farnworth, Lesley Day, Helen Bartlett

Abstract Body: The population of Malaysia is ageing, and the need to provide supported accommodation and health care, including Occupational therapy, is increasing. There is a growing industry of aged care facilities, including registered and unregistered nursing homes and shelter homes. These facilities provide care for their clients, however, little is known about the levels of care provided, experiences of the older population, implications for risk of injury (particularly fall-related injuries) and quality of life, and institutional strategies to prevent fall-related injuries. These issues are relevant for Occupational therapy practice in Malaysia. Objective: This study aimed to identify potential risk factors within long-term aged care facilities in Malaysia, understanding what the physical risk factors are, how they contribute to falls, and examining
the relationships between activity, participation and social inclusion in everyday life. Methods: Data was collected at 28 aged care facilities using the Residential Environment Impact Survey (REIS) (Fisher et al., 2008). The REIS is a non-standardized, semi-structured assessment instrument designed to examine the environmental impact of community residential facilities on residents. The data collection included four key components: semi-structured interviews with staff; semi-structured interviews with residents; observational assessment, and observation of daily activities. Results: The paper will outline the findings from this study that have significant implications for care of the older population in Malaysia. Important information on the level and type of care provided in long-term aged care facilities, as well as information on falls risk and overall health and well-being of the older residents living in these aged care facilities and shelter homes will be described. Conclusion: The paper will conclude by providing recommendations for Occupational therapy practice, including the potential roles of Occupational therapists in education, advocacy, environmental adaptation, and direct client care, in reducing the prevalence and lack of awareness about falls and their long-term outcomes in Malaysian aged care facilities. **Objective 3**: To identify the different types of safety strategies being currently introduced amidst these aged care facilities. **Objective 2**: To understand the current potential of injury risks caused by unknown physical hazards within aged care environments. **Objective 1**: To explore the various types of existing long-term aged care facilities commonly admitting the older population and providing continuum of care services.

**Session Number**: 55
**Session Title**: Poster Session 2
Friday, February 27; 9:00 AM-12:00 PM

**Never Too Old for Facebook: Lifelong Learning and Education about Technology. Patricia Huffman-Oh**

**Abstract Body**: Technology is increasingly viewed as an important vehicle to support positive aging. The benefits of technology adoption, however, are accompanied by risks and the need for information geared to older learners. Little is known about older adults’ desire for training to use technology safely, efficiently, and comfortably or about their awareness of the risks that accompany technology adoption. Our objective was to explore the desire for technology training among members of the Osher Lifelong Learning Institutes at U-Mass Boston (OLLI). The study used an online and paper-based survey that was distributed to all members. The completion rate was 45% (n=446). Descriptive, bivariate and multivariate analyses were conducted. The majority of survey respondents used email (94.4%), conducted online research (78.3%), and engaged in social networking (51%). OLLI members were most interested in trainings about photo management (63.8%), online research (58.7%), video calls (55.7%), and e-commerce (46.0%). Among respondents, 21.9% indicated they were the victims of identity theft. Logistic regression showed that victimization was positively associated with the number of technologies used (computer, tablet, mobile phone, smart TV) (OR 1.35; CI 1.15-1.58, p ≤ .001) and the number of Internet applications used (email, social networking, e-commerce, and research) (OR 1.23; CI 1.06-1.44, p ≤ .01). Interest in training about cyber-security was positively associated with knowing a victim of ID-theft (OR 1.96; CI 1.03-3.76, p ≤ .05) and negatively associated with the number of Internet applications used (OR 0.77; CI 0.67-0.93, p ≤ .01). These findings underscore the critical need for education that is geared toward the needs and interests of older adults about cyber-security and other technology topics. **Objective 3**: After attending the session participants will be aware of the benefits and the risks of technology adoption by older adults. **Objective 2**: Attendees will describe the need for appropriate technology education geared to older adults participating in a lifelong learning program. **Objective 1**: After attending the session participants will be able to summarize the technology information needs identified by older adults enrolled in a lifelong learning program.

**Session Number**: 55
**Session Title**: Poster Session 2
Friday, February 27; 9:00 AM-12:00 PM

**Experiential Grief Program for the Bereaved Older Adult. Dawn M. Harris**

**Abstract Body**: In my role as the Bereavement Coordinator for Circle of Life Hospice, I observed that some of the bereaved older adults had needs that were not being addressed. Through confidential conversations, 10 individuals expressed difficulty with life functions: not having an appetite, not sleeping well, isolating, and lacking purpose. As part of my gerontology field experience coursework I examined these issues further. Grief is categorized as either normal or pathological with better outcomes being achieved without formal psychiatric and psychotherapy interventions for normal grief reactions (e.g., Papa, et al, 2013). I identified methods used for addressing normal grief in the older adult population, which include art therapy, life reviews, and conversation based support groups. In order to determine if informal support would help produce positive
outcomes in the area of life functions for the older adult bereaved. I incorporated several currently used stand-alone methods into an experiential grief workshop. The workshops utilize an inter/multidisciplinary approach including art therapy, mindfulness techniques, self-care strategies, skill-building, and cultural considerations. Concerns more specific to older adults were also identified (accessibility issues and cohort influences) and solutions were incorporated into the program. Some outcomes of the project, as evidenced through confidential feedback, include an increase in quality of life through better sleep, improved eating habits, and more meaningful connections with others. This presentation aims to raise awareness regarding grief in the bereaved older adult and provide strategies that students and faculty can use in gerontology field experience courses addressing grief. 

**Objective 1:** After attending this activity, participants will be able to identify strategies they can use in gerontology field experience courses addressing grief.

**Session Number:** 55  
**Session Title:** Poster Session 2  
Friday, February 27; 9:00 AM-12:00 PM  
**Futile Knowledge: The Disconnect Between Teaching and Practicing Evidence-based Practice in Medicare Home Health.** William Cabin  
**Abstract Body:** Students are required to learn and practice the use of evidence-based interventions in multiple fields associated with gerontology (AGHE, 2014; American Association of Colleges of Nursing, 2014; Council on Social Work Education, 2014; Liaison Committee on Medical Education, 2014). However, learning evidence-based practice does not mean professionals are able to practice using evidence-based interventions and assessment measurement. The presentation is based on a preliminary results of a 2014 survey of New York State home care nurses (n=346) and home care social workers (n=162). The results are: 98% of nurses and 92% of social workers were taught evidence-based practice; 93% of nurses and 99% of social workers indicated Medicare regulations limited their ability to utilize evidence-based assessment tools and interventions; 94% of nurses and 97% of social workers indicated the inability to use evidence-based interventions and assessment measures significant limited their ability to meet patient and caregiver needs. Implications for policy, practice and education are discussed. **Objective 3:** Learn evidence-based psychosocial interventions for Medicare home health dementia clients. **Objective 2:** Develop knowledge of limited coverage of evidence-based practice in Medicare home health. **Objective 1:** Learn the eligibility, coverage and reimbursement requirements of the Medicare home health benefit.

**Session Number:** 55  
**Session Title:** Poster Session 2  
Friday, February 27; 9:00 AM-12:00 PM  
**Impact of Clinical Peer Mentorship on Undergraduate and Graduate Learning Outcomes in Long Term Care.** Alison Kris, Nancy Moriber, Brian Dunbar  
**Abstract Body:** Previous research has demonstrated a positive impact of mentoring in the clinical nursing sites. The purpose of this quasi-experimental research study was to (a) describe the impact of a novel clinical peer mentorship program in geriatric nursing on student learning and to (b) examine the effect of clinical peer mentoring in geriatric nursing on the overall perception of the clinical experience in a long-term care setting. Using Tanner’s Model of clinical judgment as a theoretical framework, clinical experiences were enhanced in the experimental group through the use of a clinical mentoring experience. Undergraduate students (n=60) and graduate students (n=26) were assigned to groups receiving either an enhanced peer-mentoring component, or to a control group. Both qualitative and quantitative data were collected and analyzed. Results indicated that there were few statistically significant differences in student reported outcomes such as a) feeling anxious the clinical setting (p=.725) b) feeling confident in clinical skills (p=.120), or c) effectively using clinical time (0.482). Qualitative data indicated that while the graduate students could have served as experts in the clinical area, many did not provide supportive and effective mentorship. As one student noted, “Are they aware that they are supposed to be mentoring us?” While mentorship has the potential to both enhance clinical performance, and reduce anxiety and stress and improve the quality of clinical rotations, students may need enhanced education in best practices in order to serve as effective mentors. In order to more fully support the next generation of geriatric nurses, additional research and education will be needed into how to best mentor and support future geriatric nurse leaders. **Objective 2:** Describe how the Tanner model might be used to develop a tool to understand mentorship in clinical practice. **Objective 1:** Understand the impact of clinical peer mentorship on undergraduate and graduate learning outcomes in long term care.

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Extending Access to Gerontological Education to a Consortium of Colleges via Online Learning: A Proposal. Robert Maiden, Danielle Gagne

Abstract Body: Representatives from seven small colleges, including Alfred University, came together to explore ways in which they could collaborate to develop innovative courses or form a consortium to promote interdisciplinary certificate programs, such as gerontology. Such collaboration offers many advantages, not the least of which is cost savings in these financially strapped times. More importantly, it can lead to innovative courses and pedagogical models in student-centered learning. What makes this consortium feasible are new technologies, such as online courses and hybrid classes, which render the physical classroom less relevant; one only needs a laptop or iPhone. One person spoke of his award-winning course that focused on the history of the Beatles and their music. The enrollment was expanded to include parents, alums and Board members. They explored their emotional reactions and epiphanies to the music and writings of the fabled group. Although not a course on aging, it intrinsically provides the ingredients for intergenerational learning that highlights the baby boomers’ views versus the perspectives of their children and grandchildren. Based on this model, a course is proposed that focuses on the impact of technology on human aging and the contemporary meaning of growing older. It presents an interdisciplinary meta-analysis for describing and understanding the emergent and expanding role of technologies that hold both promise and peril for transforming the aging process. This course is for students, parents, alums and Board members who wish to review the continuum of technologies, which range from enhancing the "activities of daily living” in older adults to those that would enable the older worker to stay "competitive” in the labor market to those that propose to extend longevity and make senescence negligible, ultimately transcending "aging” itself. Another proposed pop culture course would examine our society’s seeming obsession with sparkling vampires, zombies, and disasters. In essence, we explore our collective quest for life extension, our avoidance of aging and infirmities, and fears of death. There is much fruit to gain from a consortium collaboration. In small colleges, small departments, or small topical subfields, there may be several colleagues ready for forming such timely partnerships. In designing these courses by collaborating with colleagues, a number of advantages may emerge, such as pooling pedagogical styles, merging technologies, providing a wider range of resources, and bringing new points of view. Objective 1: To understand the use of online courses in a consortium of colleges

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The Changing Face of Education in Aging: Outcomes Based Education. Ronni Chernoff, Michéle J. Saunders, Robin E. McAtee

Abstract Body: The current HRSA-funded Geriatric Education Centers must each conduct an Evidence-Based Practice Improvement Project (EBP) in addition to their other education activities. The AGEC and the SWAC-C GEC are two of five GECs conducting an EBP educational intervention project in diabetes. Both projects are conducted in community-based settings. AGEC’s project is partnered with the Arkansas Department of Health’s Chronic Diseases Branch (ADH CDB); each of the 75 counties in Arkansas have at least one department of health clinic that addresses the management and health maintenance of health of Arkansans who have one or more chronic diseases. The SWAC-C GEC’s project is partnered with the School of Rural Public Health at Texas A&MU Health Sciences Center and with the WellMed Medical Management/Charitable Foundation. The projects focus on the assessment level of practice with nursing as the primary discipline within interdisciplinary health care teams being trained to conduct comprehensive foot exams, risk assessments, patient education about diabetic foot care, and referrals to podiatry, orthopedic surgery or vascular surgery, when applicable, for patients at high risk or with foot ulcers. In Arkansas, the health department clinics were already implementing evidence-based diabetes care; the goal of this project was to increase the primary care providers’ understanding of and knowledge of the disease process instigated by diabetes. Speakers have included nutrition experts and podiatrists. The ADH CDB holds quarterly forums for primary care providers and the AGEC has worked closely with the project managers to provide speakers at these forums and monitoring changes in the pattern of foot exams and patient education. Fourteen team members who trained co-workers impacted 301 unique patients through 2285 encounters. SWAC-C GEC’s diabetes education programs use the Stanford Chronic Care Management Model. More than 350 participants have been trained. Outcomes include self-report of practice pattern changes in increased visual foot inspections, assessment of foot pulses, and testing for loss of sensation via tuning forks, pinprick, or other approved methods. In addition, SWAC-C GEC’s partner WellMed has tracked patient
Objective 1: Because they elements in most variants of ic Rogerian person related challenges Outline the development of the program and ongoing evidence members working together. The program is available training with professional care providers focusing on collaborative interprofessional care with the individual and family education. Four hours of the program are approved for continuing education for several health and health effective prevention and treatment approaches for the interprofessional healthcare team about Alzheimer’s disease and related develop Abstract Body: Professional and Care Partner Education Professional Education for Alzheimer’s Resources Friday, February 27; 9:00 AM Session Title: Professional Education for Alzheimer’s Resources Session Number: 55 Session Title: Professional Education for Alzheimer’s Resources Friday, February 27; 9:00 AM-12:00 PM PERSON-CENTERED CARE AND PRACTICE THAT IS AUTHENTICALLY PERSON-CENTERED: IMPARTING A DEEPER UNDERSTANDING OF THIS APPROACH TO GERONTOLOGY STUDENTS. Allyson Washburn, Dr. Melanie Grossman, Dr. Maureen O’Hara Abstract Body: Patient-centered care (PCC) has emerged as the benchmark for quality health care for diverse populations, including frail elders. PCC originated in a set of principles developed by psychotherapist Carl Rogers, which Thomas Kitwood later adapted to the care of people with dementia. Central to a model of PCC that is firmly grounded in humanistic psychology and the classical Rogerian principles are concepts such as unconditional positive regard, respect for personhood, and the transformative potential of the empathic, I-Thou relationship when encountering persons of advanced age despite their often severe impairment and struggles. In a 2011 National Quality Strategy report to Congress, the Department of Health and Human Services concluded that, over the ten years since adoption of a federal goal to implement PCC, little progress had been made in transforming the traditional clinician-centered or disease-focused medical model to one that customizes care to each person. The cultural change that is required to support even basic PCC models challenges small, as well as large, systems of care. Just as the therapeutic relationship is the “heart and soul” of classical Rogerian person-centered therapy (PCT), it is the being, rather than the doing, that is important in other human and helping relationships. What is not clear, however, is the extent to which knowing the person and providing individualized care, key elements in most variants of PCC, match the core conditions of PCT. Many facilities and training programs offering PCC services for elders who are frail, in pain, have dementia, or are approaching death, often slip back into the medical framework, in part, because they underestimate the radical relational humanism of Rogers’ person-centered paradigm and so miss its transformative—and moral—potential. It is important that our discipline build upon its foundational principles to clearly articulate what it means to be with a person and to develop competency-based curricula that will prepare students to be in relationship with their patients or clients in a way that respects their personhood. This presentation will offer suggestions about how to impart a deeper understanding of PCC to gerontology students and to help equip them to develop an authentic person-centered practice. Objective 2: Suggest ways to foster gerontology students’ of PCC and to help equip them to develop an authentic person-centered practice. Objective 1: Characterize what is meant by person-centered care (PCC) and practice that is authentically person-centered Session Number: 55 Session Title: Professional Education for Alzheimer’s Resources and Leadership (Project PEARL): A Model Program of Professional and Care Partner Education. Cecilia Rokusek, Connie Sokolowski Abstract Body: The Geriatric Education Center in the College of Osteopathic Medicine at Nova Southeastern University has developed a 12-hour continuing education program for health and social care providers focused on developing awareness, effective prevention and treatment approaches for the interprofessional healthcare team about Alzheimer’s disease and related dementia (ADRD) disorders by 2025 through the implementation of an evidence-based training program This program is approved for continuing education for several health and health-related professions including CME for continuing medical education. Four hours of the program are targeted for family members and care partners who can actively participate in the training with professional care providers focusing on collaborative interprofessional care with the individual and family members working together. The program is available in live and online formats. This session will *Describe an innovative evidence-based Alzheimer’s education program focused on early diagnosis and prevention of related health and health-related challenges *Outline the development of the program and ongoing processes for enhancement *Discuss the importance
of involving care partners in the planning and implementation of the curriculum. Participants in this session will have the opportunity to view the curriculum and actively participate in a discussion about future continuing education programs to move actively involve care partners early in the diagnosis of persons with Alzheimer’s Disease and Related Dementias (ADRD). **Objective 3:** Discuss the importance of involving care partners in the planning and implementation of the curriculum. **Objective 2:** Outline the development of the program and ongoing processes for enhancement. **Objective 1:** Describe an innovative evidence-based Alzheimer’s education program focused on early diagnosis and prevention of related health and health-related challenges.

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**Integration of Geriatric Education Throughout Health Profession Education Curriculum Through Emphasis on Interprofessional Education: A Global Initiative. Cecilia Rokusek**  
**Abstract Body:** As both the U.S. and global health care delivery system struggles to deal with change and uncertainty in several venues, one fact remains certain. The number of individuals age 65 years and older in the U.S. and worldwide, will continue to increase to 2050. In 2017, for the first time in recorded history, the number of persons 65 years old will outnumber 5 year olds. To address this world-wide demographic shift, health professions education programs must include geriatric health care principle and practice in the curriculum. In addition, given the interprofessional needs of the aging patient coupled with the changing landscape of health care reform, the health profession curriculum in geriatrics needs to emphasize ongoing collaborative interprofessional care. Combining geriatric education with interprofessional education and practice can provide students with a dynamic learning environment as they learn side-by-side with other students from two or more health and health-related professions. **Objective 3:** Identify ongoing and future initiatives to expand the interprofessional curriculum through geriatric education both in collaborative classroom and clinical learning. **Objective 2:** Discuss the lessons learned from this interprofessional education collaborative. **Objective 1:** Outline the 4 year project of integrating an interprofessional geriatric education and practice curriculum in 14 health professions disciplines.

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**Measuring Acute and Long-Term Changes in Functional Status in a Population of Older Adults in Assisted Living. Mary (. Bowen, Meredith Rowe**  
**Abstract Body:** Objective: To examine the most commonly used Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) instruments to determine which are sensitive/specific to changes in functional status (FS) in a semi-independent older adult population. Methods: Twenty-six residents of an Assisted Living Facility (ALF) were assessed weekly (then monthly) by six FS instruments for up to eight months. Group and single-subject analyses were used to assess concordance between instruments and "gold standard" reports of FS changes. Results: The Katz ADL had ceiling effects and hand grip measures were highly variable. Remaining instruments all had low concordance (e.g., <65%) with changes in FS over time. Instruments commonly used to measure FS may be inappropriate for the assisted living environment. Discussion: This study's findings may be used to better assess acute and long-term changes in FS with the goal of delaying the onset and/or progression of functional decline in this vulnerable older adult population. **Objective 2:** Develop recommendations for a performance-based instrument that is sensitive and specific to changes in FS in this population and setting. **Objective 3:** Discuss how current FS instruments may not be appropriate for an assisted living setting considering the feasibility of using these instruments in this environment from an expertise and burden perspective. **Objective 1:** Understand the most commonly used functional status (FS) instruments in long-term care environments.

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**Intergenerational Service-Learning with International Students: Navigating Across Cultures, Languages, and Generations. Julie Miller**  
**Abstract Body:** As international student populations grow on American college campuses, momentum for utilizing service-learning as a tool for language and cultural learning continues to build. Beginning in the fall of 2012, Northeastern
University’s American Classroom Program piloted Global Experience, a service-learning program for international students in an intensive-English program. The integration of service-learning in The American Classroom program is designed to immerse students in English-speaking environments and familiarize students with social issues in America. Between the first five semesters, over 250 students across 21 course sections representing upwards of 20 countries participated in Global Experience and served with over 25 local non-profit organizations. The course continues to meet weekly and utilizes a hybrid model of direct & project-based service-learning experiences to enhance student learning outcomes. This deep dive into American culture is made possible only with the partnerships developed with host organizations, several of which primarily serve older adults. Elders become gatekeepers, teachers, and confidants to students, all of whom are learning about life and language in their new American home. Morville House, a federally subsidized, low income residential community for elders and adults of any age with mobility impairments, is one of the host sites for students. Many residents of Morville House have emigrated from other countries and are also English Language Learners, themselves. International service-learning students take on the role of friendly visitors and historians with Morville House residents. The students visit with the elders, assist with errands, and co-lead events and activities. Students gather oral histories and produce written biographies of their elder partners. These biographies illustrate academic content embedded in their American History course. This presentation will outline proceedings from a paper about this intercultural and intergenerational service-learning partnership. Questions explored through qualitative interviews with the students and older adults will include: -How did your expectations of this intercultural, intergenerational, relationship with your student/older adult partner compare to your actual experience over the semester? -In what ways was this relationship with your partner beneficial for you, and what ways was this relationship taxing and/or difficult for you? -What kinds of cultural and/or generational gaps did you experience through this partnership? Did this challenge any assumptions/preconceived notions you held? The paper will describe the context in which the international service-learning students and residents of Morville House meet every week throughout the semester, as well as the relational complexities they navigate across cultures, languages, and generations. **Objective 3:** Understand how and why shifting demographics in the United States may call for intergenerational & intercultural service-learning relationships to a more frequent and urgent extent compared to previous years. **Objective 2:** Gain concrete ideas/models for engaging international students and older adults in intergenerational & intercultural service-learning experiences. **Objective 1:** Explore challenges and opportunities for engaging international students and older adults in intergenerational & intercultural service-learning experiences.

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**Impact of Culturally Informed Community Assessment to Improve Quality of Life for Older Adults.** *Michelina Kite, Lisa Skemp*  
**Abstract Body:** The population of Americans age 55 to 64 is expected to increase by seventy-three percent between the years 2000 and 2020. This “baby boomer generation” will be more ethnically and educationally diverse than previous generations. As care moves outside of the hospital and nursing home environs, it is anticipated that community based care for elders will continue to increase. It is imperative that nurses are prepared to work with diverse older populations and community agencies in maintaining the health and functioning of elders. This presentation will describe curriculum design and BSN students’ community based practicum experiences over five semesters. Students work with community members and nurse experts as they partner with various community organizations (e.g. Council on Aging, Program of All-Inclusive Care for the Elderly) to conduct ongoing culturally informed community assessments. Strengths and weaknesses of the community and facilities are assessed. Healthy aging issues of the populations are identified and prioritized. Based on the community assessments, cultural capital is also identified for the design and provision of sustainable community care for elders. The Public Health Intervention Wheel is used to plan interventions. Examples of the students’ projects and outcomes will be discussed.  
**Objective 1:** By the end of this activity the participants will be able to identify approaches that students in a Baccalaureate Nursing Program can take to improve health functioning and quality of life of older adults in the community.

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**Mentoring in Distributed Education: Preparing Students for a Global Environment.** *Donna M. Jensen*
Teaching Home Safety Modification for Older Adults through Service-Learning: A Partnership with Rebuilding Together.

Catherine N. Sullivan

Abstract Body: This presentation will describe the objectives, process and initial outcomes of a home modification service-learning assignment in the context of a gerontology course for occupational therapy graduate students. The community partner is Rebuilding Together, a nationwide organization who provides a "Safe at Home" volunteer-based home modification service to low income older adults. Older adults experience a variety of injuries in their homes. Falls are among the main reasons for long term disability, nursing home placement and fatality in older adults (CDC). Research has shown that home modification is an effective fall prevention measure (Clemson et al. 2008). Older adults are also disproportionately represented in home fire fatalities (FEMA, 2008). Those risks and the growing number of individuals wishing to age in place generate an urgent need for professionals educated in home safety evaluation and modification strategies. A rich body of literature demonstrates the benefits of service-learning pedagogy in higher education. Research has shown that this experiential process involving a reciprocal relationship with the community fosters valuable practical knowledge, also called "phronesis" (Lukenchuk, 2009). There is an increasing use of service-learning by educators in occupational therapy and other fields to help develop a sense of civic responsibility and professional competence in several domains including gerontology (Horowitz et al. 2010). Following an overview the course’s Home Modification assignment and its educational objectives, the process of coordination with Rebuild Together, student supervision and initial outcomes will be described. Narrative quotes from students will be used to illustrate key educational benefits. After overcoming their initial apprehension, students enjoyed interacting with older adults in their home environments and described the home visits as rewarding. They generally thought that the assignment presented the just right level of challenge and reported feelings of competence and responsibility. They appreciated the opportunity to practice skills applicable to their future professional work with older adults and demonstrated increased recognition for the relevance of the course’s content information. Our partners at Rebuilding Together also benefited on multiple levels. In addition to appreciating students’ services, they became aware of additional
Education. Information was
sionals.
pace with the rapid speed of population ageing; dramatic changes are occurring in family structures and roles, as well as in
colorful factors influencing the quality of life of seniors. Culture, which surrounds all individuals and populations, is a powerful determinant within the WHO framework for understanding ageing. Culture, which surrounds all individuals and populations, shapes the way in which we age because it influences all of the other determinants of ageing. The country of Belize is considered a developing nation, possessing certain characteristics commonly accepted as influencing quality of life of elders – e.g. socioeconomic development has not kept pace with the rapid speed of population ageing; dramatic changes are occurring in family structures and roles, as well as in

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Objective 1: After attending this activity, participants will be able to: a) outline the key theoretical and empirical background on the benefits of service-learning and of home safety modification in older adults, b) briefly describe the process of developing a mutually beneficial service-learning partnership in the context of a geriatric course, c) highlight the main learning outcomes and benefits for the students, the community partner and the low-income older adults served by the partnership

Evaluation of an Interprofessional Geriatric Care Boot Camp: Putting Education into Practice, Lauren B. Solberg, Christy S. Carter, Laurence M. Solberg

Abstract Body: In response to the need for interprofessional geriatrics education, the University of Florida held a half-day long geriatric care boot camp that covered core concepts in geriatric medicine, including delirium and dementia, medication management, palliative care, and ethics, as well as a general overview of the geriatric patient which began the day. The goals of this boot camp were to make attendees more comfortable with and knowledgeable about caring for older adults, and to assess the feasibility of conducting a series of these boot camp events on other issues in geriatric care in the future. Forty-four health care professionals, including nurses, pharmacists, and others, participated in the boot camp. The attendees completed pre- and post-boot camp assessments which asked demographic questions and assessed their level of comfort in caring for older adults and their knowledge about the identified core concepts in geriatric care. Paired t-tests demonstrated that changes in participants’ understanding of each core concept was statistically significant, as was the change in comfort level of participants in caring for older adults. Furthermore, the majority of the attendees reported finding the multidisciplinary perspective of the boot camp beneficial. Three months after the boot camp, a follow-up survey was conducted to find out whether (and how) the attendees applied information they learned to their own professional activities and whether (and how) they had shared the information with others. There was a 50% response rate, such that of the 44 attendees, 22 responded, with 15 individuals entirely completing and submitting and 7 partially completing the survey. Eleven respondents said they had applied information they learned in the boot camp to their own professional activities, and 11 also reported sharing with others information they learned in the boot camp. While all core concepts were universally shared by at least 50% of the 11 respondents reporting sharing, information related to delirium and dementia was the most frequently shared. Thus, delirium and dementia in geriatric patients is an important topic to cover in interprofessional geriatrics education. Information was most frequently shared with students; nurses and patients’ families were also populations with whom boot camp attendees frequently shared information. Attendees less frequently shared, or did not share, information with physicians, physician assistants, social workers, physical and occupational therapists, nutritionists, and dentists. These findings have implications for targeting a more diverse audience to ensure dissemination of geriatric care knowledge to other health care professionals.

Objective 2: After attending this activity, participants will be able to conduct and evaluate their own interprofessional educational program on issues in geriatric care for health care professionals.

Objective 1: After attending this activity, participants will be able to discuss the benefits of offering an in-depth, interprofessional educational program on issues in geriatric care for health care professionals.

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We Take Care of Our Own: Conversations about Aging in Dangriga, Belize. Jean Henry

Abstract Body: The psychological experience of aging is thought, by some, to be universal; however, the psychosocial aspects of aging are widely accepted as differing greatly. The World Health Organization (WHO) posits a framework that identifies a set of determinants of active aging. Culture is a cross-cutting determinant within the WHO framework for understanding ageing. Culture, which surrounds all individuals and populations, shapes the way in which we age because it influences all of the other determinants of ageing. The country of Belize is considered a developing nation, possessing certain characteristics commonly accepted as influencing quality of life of elders – e.g. socioeconomic development has not kept pace with the rapid speed of population ageing; dramatic changes are occurring in family structures and roles, as well as in
labor patterns and migration. This poster reports on conversations with five older adults (>60 years) in the city of Dangriga, Belize. The general questions asked were: How would you describe the process of aging in Dangriga, Belize? and How does aging today differ from aging in your parents’ generation? Responses were analyzed within the WHO framework. Our conversations identified the most common concerns among older adults in Dangriga, Belize, to be within the behavioral, social, and physical environment realms. Examples include: It is commonly understood that elder care will most likely be provided by family or friends; within the country of Belize, only one residential facility exists for older adults. However, as with other developing countries, it is becoming more common for young people to leave the small towns and rural villages to go to Belize City or to the United States, leaving elders to fear they will be left to care for themselves, and often to be caring for young children. Additionally, elders did not express much faith or trust in the socialized health care system; most indicated that they rely on traditional, non-medical strategies of health promotion and even basic intervention. The importance of social support was universally noted as a critical component of the aging process. All of the seniors expressed concern that less access (availability and cost) to local, natural foods was affecting their ability to maintain the quality of nutrition required for healthy aging. This presentation will summarize the findings of the conversations, within the WHO framework, as well as exploring possible responses to anticipated challenges. **Objective 3:** Upon attending this session, participants will be able to discuss possible responses to the noted challenges of aging in developing countries. **Objective 2:** Upon attending this session, participants will be able to name at least two differences noted between current aging and aging of the previous generations. **Objective 1:** Upon attending this session, participants will be able to cite the three most common concerns of aging as reported by Dangriga seniors.

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**Getting Out of the Comfort Zone: Students and Faculty Learning Global Aging.** Tsuann Kuo, Maria Claver  
**Abstract Body:** According to the World Health Organization, the number of people aged 60 and over as a proportion of the global population will double from 11% in 2006 to 22% by 2050. At the same time, the Association for Gerontology in Higher Education reports over 162 academic institutions offering some kind of gerontology education. As global aging becomes a worldly issue, with different epidemiological trends, health care systems, social welfare policies, and government structures, a new paradigm will be required to most effectively address topics that should be taught and learned about this phenomenon, based on student interests and faculty competencies. The purpose of this paper is two-fold: (1) to examine students’ learning interests on global aging and (2) to explore competencies for faculty teaching global aging. In Taiwan, students from different departments taking undergraduate gerontology classes were asked to rank their interest in a number of aging topics with global importance. The topics included active aging, long-term care, caregiving, community-based programs, retirement, death and dying, health promotion, gerontechnology, income security and aging policies. In addition, faculty was also asked to rank the importance of competencies needed to teach global aging. The competencies included finding teaching resources, setting up an e-learning system, developing global teaching models, connecting with international scholars, coordinating a multi-disciplinary team of faculty, designing course assignments, making tests for students, and others. The results indicated that students were interested in learning gerontechnology, active aging, health promotion, income security, community-based programs, caregiving and aging policies. Faculty indicated the need to have competencies such as connecting international resources, creating attractive assignments for students and designing effective teaching models. This paper concludes by discussing ways in which faculty can help students step out of their comfort zones and expand their perspectives on aging by learning about global aging topics. **Objective 3:** To examine models and tools for teaching and learning global aging. **Objective 2:** To explore competencies needed by faculty to teach global aging. **Objective 1:** To examine what topics students are interested in learning global aging.

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**Psychometric Properties of the Revised Gerotranscendence Scale.** Rachel W. Cozort  
**Abstract Body:** Psychometric Properties of the Revised Gerotranscendence Scale Background: Health care providers have long recognized that people change over the course of their lives. Early developmental theorists focused on changes across childhood. More recently, theorists and providers of elder care have attempted to define how older adults mature. Lars
Tornstam, professor of Sociology at Uppsala University in Sweden, developed the Theory of Gerotranscendence, which posits that older individuals are motivated to resolve and overcome past difficulties and prepare for death. Tornstam’s theory may lead to a more balanced understanding of how older adults continue to mature at the end of life. He also developed the Gerotranscendence Scale (GS) for use with adults living in Sweden and Denmark. A culturally appropriate and psychometrically sound tool is needed in order to explore Gerotranscendence in the southern United States. Purpose: The purpose of this study was to revise the GS for use with older adults in the southern United States. Tornstam’s Theory of Gerotranscendence and Measurement Theory were used to guide the study. Methods: The study was conducted in two phases. Phase I was employed to ascertain if items on the GS were understandable to the target population and to reword the items as necessary. Two focus groups of older adults were convened to review the items. Group consensus was used to revise the scales. Both scoring and wording were changed in the resulting revised scale (GS-R). Phase II was used to examine selected psychometric properties of the GS-R. An expert panel reviewed the GS-R for content validity. It was administered to 124 older adults, along with the Life Satisfaction Inventory in Aging (LSI-A), the Purpose in Life Test (PILT) and Successful Aging Inventory (SAI). Two weeks later the GS-R was readministered to 90 respondents. Results: The GS-R was found to have adequate test-retest reliability, internal consistency reliability, face validity and content validity. Tests of hypotheses provided preliminary support of construct validity. However, several items on the GS-R performed more poorly than expected. These items confused participants in focus groups and also demonstrated negative or weak point-biserial correlations and inter-item correlations in phase II. Several of the items composed the GS-R subscale with the lowest internal consistency reliability. Discussion: Results suggest that Gerotranscendence may be a researchable theory in southern older adults, but the scale needs further revision. Results also raise the question about use of reverse scored items with this population. Objective 1: After attending this poster presentation, participants will be able to discuss the use of the Revised Gerotranscendence Scale (GS-R) in the research of the aging process of older adults.

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Nancy P. Kropf

Abstract Body: Interprofessional Education (IPE) is an approach to structuring education to match the interdisciplinary nature of the current health care context. With the goal of providing opportunities for students in health care fields to learn more about aging, The Atlanta Regional Geriatric Education Center (ARGEC) employed a Senior Mentoring Program to promote sensitivity to issues of later life and a whole-person approach to health care. The ARGEC program paired first year medical, nursing, and physician assistant students with senior mentors. Following a structured curriculum, students participated in monthly events with their mentor. A required part of this program was interprofessional dialogue groups of 10 – 12 students. Each group was led by a graduate student in gerontology who served as an Interprofessional Dialogue Facilitator (IDF). The purpose was to have the gerontology students facilitate interactions within the group members, enhance interdisciplinary dialogue, and serve as aging content experts. After the completion of the academic year, an analysis of the dialogues was conducted. In particular, the content of the gerontology students’ posts were analyzed to determine what communication strategies were used to enhance interprofessional dialogues. Three types of communication prompts emerged from the data: Amplifying- IDFs addressed content from students to build the level of discussion and to increase the level of understanding about each other’s responses. EX: - Highlighting similar experiences by students from different disciplines - Providing prompts for students to add content and depth to their responses about the experiences Augmenting – IDFs added aging/gerontology knowledge and content to provide additional areas for thought about students’ experiences with their mentors. EX: - Integrating content about aging to round out experiences that were shared among students - Structuring questions/ideas for feedback and discussion Analyzing – IDFs evaluated contents of students’ comments to enable them to look at their experiences from different perspectives. EX: - Providing interpretation about comments that help students come to different conclusions about their experiences - Highlighting content that might stem from disciplinary perspectives for additional analysis and insight among students (e.g., nurses comments were different from the med students or PAs) Each of these communication types will be described and examples of how these were used in actual dialogue groups will be presented. Finally, implications for integrating gerontology into health care related experiences will be presented. Objective 2: Participants will have a greater understanding of how gerontology students served as content experts on aging within an interprofessional course on aging. Objective 1: Participants will be have an understanding of the dominant communication
strategies used by gerontology students who served as interprofessional dialogue facilitators in an interdisciplinary course for health care students

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Friday, February 27; 9:00 AM-12:00 PM
Global collaborations: Supporting immigrants aging alone far from home. Justine McGovern
Abstract Body: The paper explores how education can support the translation of research into practice across countries, cultures and care customs to enhance quality of life for immigrants aging in industrialized global societies. Trends in global aging indicate not only that the number of older adults is increasing, but also that older adults are living longer. Significantly, the number of older adults in industrialized nations aging with chronic illnesses without the support of family caregivers is also growing. Few services exist that meet the needs of this population. Through the lens of a case study, the paper explores the development of bi-cultural and bi-lingual support groups for older immigrants facing chronic illness at the end of life, in France. Illness-related support groups can reduce isolation, enhance coping skills, and increase hope. Culturally based support groups provide other benefits, such as identity consolidation and community building. Merging the two can have a direct impact on group members’ quality of life, as native languages, customs and beliefs gain in importance with age, and social support has been shown to have a positive impact on the lived experience of chronic illness. However, health care services do not always take into consideration global wellbeing, treating those affected by chronic illnesses as patients rather than persons with a range of concerns and strengths. In addition to introducing the values and approaches of social work, the paper explores issues such as transnational needs assessment, stakeholder buy-in, program development, group leader training and supervision, and program evaluation, with an emphasis on the importance and role of cultural competence. Building bridges across disciplines and cultures allows for new care models to emerge, which can address a wide-range of psycho-emotional needs, with consequences to physical health. Industrialized nations are now in the position of having to develop new services to address the challenges of a rapidly growing demographic, aging immigrants facing chronic illness alone and far from home. The article highlights the need for development of a culturally competent global workforce to meet these new challenges. Through a case study, it also suggests concrete ways to translate research into practice through education. Educating new constituencies about the potential of social work and support groups, can contribute to patient, client and caregiver quality of life, as well as reduce late life care costs for societies. Ultimately, the paper addresses contemporary issues arising from the changing face of aging worldwide. Objective 3: After attending this session, participants will have increased their cultural competence. Objective 2: After attending this session, participants will be better prepared to implement support groups from a social work perspective. Objective 1: After attending this session, participants will be better equipped to forge global collaborations to meet the needs of a growing demographic, immigrants aging alone far from home.

Session Number: 60
Session Title: 45 Minute Workshop 7
Friday, February 27; 10:00 AM-11:30 AM
Integrating Cognitive and Psychomotor Skills to Improve the Clinical Performance of Healthcare Students. Susan J. Leach
Abstract Body: The acquisition of cognitive and psychomotor skills is essential for many healthcare professionals. Cognitive skills may include planning, analysis and problem solving, and critical thinking in clinical practice can be defined as a reflective, systematic, rational, and skeptical use of cognitive representations, processes, and strategies to make decisions about beliefs, problems, and/or courses of action. Motor learning or psychomotor skill acquisition is defined as a set of internal processes associated with practice or experience leading to relatively permanent changes in the capability for motor skill. Motor learning can be divided into two categories. One category, explicit learning, the acquisition of information accompanied by awareness of the learned information, requires a great deal of cognitive attention. The second category, implicit learning, the acquisition of information without awareness of the learned information, requires minimal cognitive attention. Psychomotor skills can vary from fine motor skills such as those required by dentists and neurosurgeons to gross motor skills such as those required by physical therapists. Cognitive and psychomotor skills are often acquired separately. However, for clinical performance to improve, the integration of these skills is crucial. Deliberate practice has been used in medical education for this purpose and involves repetitive performance of intended cognitive or psychomotor skills, rigorous skills assessment, specific information feedback, and better skills performance. Methods such as role playing, paper case
Implementing a Hands-on, Interactive and Flexible Aging Simulation Curriculum Across Disciplines and Learner Levels. Cary Sweeney, Omolara Henley, Sheryl Mapes, Joan Abrams, Louise Aronson, Thomas A. Teasdale

Abstract Body: Geriatric Education Centers (GECs) are tasked with providing interprofessional education and training to health professionals at various learner levels and in a variety of practice settings, with the goal to improve the care of older adults. Often there is low interest in learning about improving care of older adults. To meet this goal and build interest in the care of the older adult, GECs develop evidence-based curriculum that is dynamic and interactive. The Oklahoma Geriatric Education Center (OkGEC), with support from HRSA, developed the ASiST-Aging Simulation Sensitivity Training, a curriculum based on transformative, evidence-based learning, providing a well-organized, easy-to-adapt curriculum for use in a variety of settings. The curriculum is an experiential simulation where the learners actively participate in simulation by donning sensory-restrictive gear and performing activities that mimic the effects of diminished health on ADL/IADLs. Facilitators guide learners through five stations that cover specific topics. The training concludes with a guided group discussion on clinical aspects of chronic disease, potential consequences of impairment (frustration, embarrassment, social isolation, increased dependence, etc.), and suggestions for providers. The 45-minute workshop will not attempt to conduct the entire ASiST training. Instead, the OK GEC and the Northern California Geriatric Education Center (NorCal GEC) will provide a solid demonstration (with audience volunteers) of the activities, then lead a discussion for how audience members might utilize simulation training (with or without this exact curriculum) in their educational settings. Quantitative and qualitative data, from the NorCal GEC and OK GEC, showing the effectiveness of adapted training formats for different disciplines and training sizes will be provided to help justify local adoption. Additional materials will outline alternate simulation activities that are used by NorCal GEC and OkGEC, but not formally included in ASiST. Objective 3: Describe how implementation might occur in your respective environments. Objective 2: Discuss variations and enhancements for the training to meet the needs of different audiences, including continuing education professionals. Objective 1: Implement and adapt an off-the-shelf aging simulation sensitivity curriculum for various health disciplines

Building Cross Cultural Perspectives in Gerontology and Geriatrics Education. Nina M. Silverstein, Ozgur Arun, Tina M. Kruger, Jennifer Mendez, Dena Shenk, Kelly Fitzgerald, Judith L. Howe, Jason Holdsworth

Abstract Body: In planning for the 2017 International Association of Gerontology and Geriatrics (IAGG) conference, Gerontology & Geriatrics Education will invite manuscripts for a special issue on cross cultural perspectives in gerontology and geriatric education. Examples could include but not be limited to focus of gerontology programs in countries outside of the United States; service learning/experiential opportunities through study abroad; faculty and student Exchanges; integrating cross cultural learning into gerontology curriculum; and geriatric education and cross-cultural sensitivity. This workshop invites attendees to share their efforts in creating opportunities for students and faculty to expand their knowledge and skills in global aging. Our panel will begin the discussion with the approach taken by a gerontology program in Turkey in building relationships with international scholars through conferences and guest faculty appointments and integrating global perspectives across their curriculum. We will then learn about a study abroad experience to Finland that integrated service-learning. Next, we will learn about cross-training among health care professionals in geriatrics and the cross-cultural and multi-cultural challenges and opportunities they face. Finally, we will hear ideas for incorporating cross-cultural, comparative perspectives in the teaching of gerontology and learn how activities at the United Nations can be implemented into a global aging course to teach students about aging activities that occur on a global level. The goal of the workshop is to...
continue dialogue on cross cultural perspectives and encourage the submission of scholarly manuscripts for the upcoming special issue. 

Objective 2: After attending this workshop, participants will be able to consider contributing manuscripts to an upcoming special issue of Gerontology & Geriatrics Education. 

Objective 1: After attending this workshop, participants will be able to consider examples of cross cultural perspectives in gerontology and geriatrics education for sharing with their own institutions.

Session Number: 70
Friday, February 27; 10:00 AM-11:30 AM

Celebrating our Differences: Embracing the Multicultural Aspects of Gerontological Education to Promote Gerontological Literacy. Brian Downer, Aasha Hoogland, Sarah Hahn, Erica Hegland, Colleen Bennett

Abstract Body: Our personal attitudes, understanding, and perceptions toward aging and older adults are the result of a combination of our unique personal experiences and the influences that social and cultural norms have on our interpretations, our reactions to, and our memories of these experiences. Therefore, in order to have a complete understanding of a person’s attitudes toward aging and older adults, it is necessary to interpret them within a cultural context, considering how their views may have been shaped by the socio-cultural norms of the environment in which they live. This is relevant to gerontological education because the implications of an increasingly aging society are not limited to the United States. Furthermore, many colleges and universities have a large international student population who may have attitudes and perceptions of aging that differ from common American viewpoints. As providers of gerontological education, it is imperative for colleges, universities, and other institutions to enlighten students to the multicultural aspects of aging and involve those from other cultures to ensure that future gerontologists will be able to meet the needs of an increasingly diverse aging population both nationally and abroad. It is important to educate students on how established socio-cultural norms within the United States shape our understanding, attitudes and beliefs towards the physical, emotional, and cognitive changes that occur with age, elder care, death and dying, and other related topics, but it is also necessary inform students about how such views can vary across cultures. Unfortunately, the multicultural aspects of aging and the cross-cultural differences in perspectives and understanding of pertinent aging topics are often not adequately represented in gerontological curricula. This symposium will present new evidence on the current understanding of, perceptions of, and attitudes that college students in the United States have toward aging, older adults, and aging issues. This symposium will also provide insight into how educators can incorporate multiculturalism into gerontology courses. This symposium will conclude with a discussion of students’ opinions and views on the multicultural aspects of gerontological education.

Objective 3: After attending this symposium, participants will be able to identify the importance of death education in and outside of a gerontology classroom, and create an intergenerational dialogue regarding death, dying, and hospice care. 

Objective 2: After attending this symposium, participants will be able to incorporate multiple cultural perspectives in a gerontology class and perspectives from international students on multiculturalism in gerontology classes. 

Objective 1: After attending this symposium, participants will be able to describe college students’ perceptions of older adults and grandparents in the United States.

Session Number: 75
Friday, February 27; 10:00 AM-11:30 AM

Collaboration between a Research University and Counties toward Fall Prevention for Community-Dwelling Older Adults through Exercise, Home Safety, and Medication Management. Machiko R. Tomita, Diane Oyler, Robert G. Wahler

Abstract Body: This proposed workshop will present how partnership between academic scholars and community representatives in intervention, research, and service can contribute to increasing knowledge in gerontology, focusing on preventing falls in community-dwelling older adults. The organization of the worship will be: (1) Methods for collaboration, demonstration, evidence of impact for (a) Otago exercise program, (b) Home Safety using Home Safety Self-Assessment tool (HSSAT), and (c) medication management (2) Obstacles, future steps for sustainability, and applicability for other communities; (3) Questions and answers. 

Objective 1: After attending this workshop, participants will be able to consider contributing manuscripts to an upcoming special issue of Gerontology & Geriatrics Education. 

Objective 2: After attending this symposium, participants will be able to consider examples of cross cultural perspectives in gerontology and geriatrics education for sharing with their own institutions.
only 4.1. The difference was significant (t=2.764, p=.005). Several counties are using the HSSAT to reduce home fall risks. Medication Management: Mentored pharmacy students at the University at Buffalo developed a medication risk factor form, and conducted a workshop to promote awareness for medications that are associated with fall risks for 125 older adults and pharmacists. After the workshop, 97.4% reported they increased confidence in identifying medication related fall risks. An example is a 30.4% increase in knowledge that medication to treat kidney disease may increase one’s risk of falls. This was done in one county and the method will replicated to other counties providing valuable hands-on experience for many more students. Similar to many academic and community collaborative projects, sustainability was our issue after establishing an evidence of effectiveness in each project. To that end, we further collaborated in two efforts. One was to seek large funding to test a community-based practice combining all three projects. Another was to develop an interdisciplinary fall prevention course at the university. The workshop will conclude with an emphasis on students’ field training on this subject and importance of interdisciplinary sustainability. **Objective 3:** After attending this workshop, participants will be able to discuss about exercise that older adults can do at home to reduce fall risks and use the Home Safety Self-Assessment Tool (HSSAT) to prevent falls. **Objective 2:** After attending this workshop, participants will be able to discuss about exercise that older adults can do at home to reduce fall risks and use the Home Safety Self-Assessment Tool (HSSAT) to prevent falls. **Objective 1:** After attending this workshop, participants will be able to discuss about exercise that older adults can do at home to reduce fall risks and use the Home Safety Self-Assessment Tool (HSSAT) to prevent falls.

**Session Number: 80**

**Session Title: Context and Culture**

Friday, February 27; 10:00 AM-11:30 AM

**Aging Stereotypes and Self-Views Among Taiwanese College Students and Older Adults.** Pamela Allen, Han-Jung Ko, Zai-Ting Yeh, Karen Hooker

**Abstract Body:** Positive attitudes toward aging contribute to optimal adult development, but age differences in stereotypes and self-views have not been examined in a Taiwanese sample. We used the 22-item Older Person Scale (OPS, Lu & Kao, 2009) to measure stereotypes toward older adults (65+) in physical, psychological, relationship, and employment domains, and adapted 3 items from an existing English measure (ASKAS; White, 1981) to address the understudied domain of sexuality. Older adults (N = 175, Mage = 73) and college students (N = 659, Mage = 20) rated older adults (65+) in general, and their current or future selves (“you yourself as you are now” for older adults and “you as you imagine yourself to be when you are 65 or older” for college students). As expected, older adults had more positive aging stereotypes on the total OPS score (B = 3.33, p < .05). Older adults’ current self-views were more positive than college student’s future self-views (B = 13.89, p < .001). Importantly, neither of these trends were consistent across all domains. Also as expected, both age groups expressed self-views that were more positive than their stereotypes of older people in general (B = 12.04, p < .001), and the difference was significantly larger among older adults (B = 10.82, p < .001). This study demonstrates that Taiwanese older adults do not have straightforwardly more positive aging stereotypes and self-views compared to younger adults. Rather, we found these age based differences to be context dependent, and that including the domain of sexuality contributes to our knowledge about domain specific age differences in attitudes toward aging in Taiwan. **Objective 2:** After attending this session participants will understand the importance of using measures of attitudes toward aging that address multiple domains, including the understudied domain of sexuality specifically. **Objective 1:** After attending this session participants will understand age based differences in the positivity of both aging stereotypes and self-views in a Taiwanese sample.

**Session Number: 80**

**Session Title: Context and Culture**

Friday, February 27; 10:00 AM-11:30 AM

**Population Aging in Developing Countries and the Need for Gerontological Education.** Iftekhar Amin

**Abstract Body:** The older population in less developed countries is growing faster than in the more developed countries. According to United Nations’ (UN) projection, by 2050, nearly 8 in 10 of the world’s older population will live in the less developed countries. Most of these nations lack any formal social security system and formal services for the older population. The changing demographics, family structure, and increased urbanization have created a need for gerontological workforce in the developing countries. This paper examined the association of the growth of older population and the increase of gerontological awareness and gerontological education in 15 developing countries: Bangladesh, China, Columbia, Ghana, Haiti, India, Iran, Jamaica, Kenya, Mexico, Nepal, Nigeria, Syria, and Togo. It reviewed (1) the demographic trend and the growing caregiving crisis in these countries; and (2) the growth of gerontological education programs in these
countries. Secondary data on demographic trend were based on United Nations, and Global AgeWatch Index 2013. Data on gerontological education programs were gathered by interviewing experts from these 15 countries. Findings suggest that participation of women in formal workforce and younger adults’ moving to urban areas had changed the caregiving network and family structure, which have led to increased caregiver crisis in these traditional societies. Although population is aging very fast, growth of research and awareness on gerontological issues remained limited. Initiatives such as establishing new gerontology departments at the universities and aging research centers were some of the examples of growth in gerontological education programs. Some countries were working collaboratively with experts in the United States to train the future geriatric workforce. Scholarship and fellowships in geriatrics were also increasingly being introduced in many countries. Above all, media was playing an active role in educating the public about gerontological issues. **Objective 1:** After attending this activity, participants will be able to discuss the need and challenges of promoting gerontological education programs in the developing countries.

**Session Number:** 80  
**Session Title:** Context and Culture  
Friday, February 27; 10:00 AM-11:30 AM  
**Cross-Cultural Comparison of Long-Term Care in the U.S. And Finland: Research Done through a Short-Term Study Abroad Experience.** Tina M. Kruger, Dr. Jacquelyn B. Frank, Bridget C. Murphy, Courtney English, Sarah Gilland, Jana Meade, Kaylee Morrow, Evan Rush  
**Abstract Body:** In May of 2014 a short-term study abroad experience was conducted in Finland through a course offered at Indiana State University (ISU). Students and faculty from both ISU and Eastern Illinois University participated in the experience, which was created to facilitate a cross-cultural comparison of long-term care settings in the U.S. and Finland. Long recognized for its outstanding system of caring for the health and social needs of its aging populace, Finland is a logical model to examine when considering ways to improve the quality of life for older adults in the U.S. who require care. Those participating in the course visited a series of long-term care facilities in the region surrounding ISU, including a senior activity center, independent living senior apartments, an adult day center, assisted living facilities and nursing homes. The group then travelled to Lappeenranta, Finland to visit parallel sites. This qualitative research study involved limited-participation observation and brief, semi-structured interviews with staff at the various facilities regarding what works well and what challenges each site faces. Results indicate that financial concerns and implementing meaningful activities are the most prominent concerns at facilities in the U.S., while their Finnish counterparts reported struggling to address depression and loneliness among their older adult population. Long-term care employees in both countries indicated a love of their career choice and challenges balancing care for family members and care provided through work. There appears to be a difference in the locus of responsibility for challenges, with those in the U.S. identifying external sources (e.g., we don’t get enough funding from Medicare) and those in Finland identifying internals sources (e.g., we have limited time to do our jobs, but we work well as a team). Policy and cultural differences that underlie these distinctions will be examined, and suggestions for meaningful activities observed in Finland will be shared. We will also discuss ideas for future research to build on this cross-cultural comparison. **Objective 3:** After attending this session, participants will be able to describe the effects of various policies on the provision of care for older adults in the U.S. and Finland. **Objective 2:** After attending this session, participants will be able to identify suggestions for meaningful activities that can be implemented in long-term care facilities in the U.S. **Objective 1:** After attending this session, participants will be able to explain differences between the older adult populations of the U.S. and Finland.

**Session Number:** 80  
**Session Title:** Context and Culture  
Friday, February 27; 10:00 AM-11:30 AM  
**U.S.-Russia Cooperation for Gerontology Education: Using Narrative to Bridge the Cultural Gap.** Billy Hills, Vladimir A. Fokin, Ruslan Z. Hairullin, Karen T. Hills  
**Abstract Body:** Collaborations of gerontology professionals working across national boundaries offer opportunities to examine similarities and differences in how basic concepts are understood and applied to address older adult issues. These opportunities can include the examination of scholarly products resulting from collaborative exchanges and on-the-ground observations of education and service delivery in countries of interest. The purpose of this presentation, to provide insights into the current status of gerontology education and practice in Russia, is thereby two-fold: use a description of a nine-year collaborative relationship of a university in the United States with two universities in Russia to provide background and
context for the examination of written descriptions of gerontology concepts submitted by Russian gerontologists and Russian social workers to a gerontology text in progress. The text is a product of the collaborative educational partnership of Coastal Carolina University with Russian State Social University – Moscow and Lev Tolstoy Tula State Pedagogical University. An ongoing formal agreement of cooperation established for the universities has allowed the collaboration to date to produce numerous gerontology presentations and publications in Russia and the United States, student and faculty exchange and visit opportunities, and a Russian university-host relationship supportive of an American professor teaching gerontology in Moscow on a Fulbright scholarship. For this presentation, specific written examples, drawn from the text in progress (the fourth book in a series of five edited volumes coordinating writings of Russian and United States professors) will be used to examine distinctions between Eastern and Western conceptions of aging and how differing social and political world views both complicate and enrich cross-cultural collaborative work. The presentation will be highlighted by pictures and numerous personal anecdotes gained from first-hand experiences in Russia and provide an instructional framework usable by parties interested in developing cross-cultural (i.e., transnational) gerontology education. Also included will be a discussion of teaching gerontology in the Russian university system and logistical challenges for a collaboration with a foreign university, such as development and maintenance of a foreign university host relationship for scholarly work abroad, bridging communication gaps for translation and interpretation, and cost-sharing for publication efforts. Objective 2: After attending this activity, participants will be able to discuss how differences in conceptualization of aging issues influence gerontology education in Russia. Objective 1: After attending this activity, participants will be able to discuss the state of gerontology education in Russia.

Session Number: 80
Session Title: Context and Culture
Friday, February 27; 10:00 AM-11:30 AM
Exploring Undergraduates’ Views of Aging through Drawing: A Taiwanese Study, Chih-ling Liou
Abstract Body: Ageist biases toward elders have been found to be widespread around the world. Yet, Asian societies’ attitudes toward aging and elders remain unclear. Traditionally, the Taiwanese have encouraged a positive attitude toward old age with the social value of filial piety and the social norm of respecting the old. Due to rapid socioeconomic development and the influence of globalization, some studies suggest that the Taiwanese may have adopted the negative attitude associated with Western society, whereas other studies argue that the Taiwanese still hold positive societal views of aging (Huang, 2013; Lu, 2010). There is not only little agreement among 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. 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 Taiwanese undergraduate students’ drawings to explore their views of aging. A convenience sample of 128 college students (29 females and 99 males) participated in this study. They were asked to first draw their initial thoughts on aging, and then write down some words to describe their pictures. Findings from the drawings showed the following three main themes: (1) aging comes with physical decline (e.g., gray hairs, wrinkles, having memory or hearing problems, using canes); (2) aging is a stage to enjoy free time and pursue hobbies; and, (3) aging changes (increases or decreases) relationships with others. The majority of students’ sketches showed a mixed attitude with more than one theme and involved both positive and negative perspectives. In addition, a few students recognized that aging is not just for humans, but also for other creatures or man-made objects by drawing withered trees/ flowers, rotten apples, sunset, or passing trains. This study highlights the fact that Taiwanese undergraduate students hold complex views of aging, with both positive and negative attitudes, and suggests further study to investigate how attitudes are constructed among students from a cultural viewpoint. Also, the study found that elders in the pictures did not demonstrate gender-specific features or socio-economic status. For the teaching environment, this study suggests that instructors need to be sensitized with the students’ backgrounds and guide them to look at the aging process within their individual experiences and social contexts. Objective 1: After attending this activity, participants will be able to identify and analyze the abstract information of Taiwanese undergraduate students’ views of aging through their drawings.

Session Number: 85
Session Title: Expanding Educational Perspectives
Friday, February 27; 10:00 AM-11:30 AM

Abstract Body: Estimates show the likeliness, that the population of 65+ in the United States will have reached 25% by 2025. Many of those never have completed a college education, but can now afford to focus on a degree. Those will seek ways to formally enroll in Universities to earn a Bachelor, Masters or Ph.D. degree. This paper presentation will illuminate and discuss institutional preparedness in higher education from an Oklahoma perspective and how Universities are able to respond to the demands of elderly non-traditional learner and their environmental gerontological needs in specialized learning environments and needs in educational gerontology. The baby boomer generation began retiring in 2011. According to age stratification theory, older adults born in different time periods define their own strata and shape their aging experience by historical factors (Phillipson 2007). The baby boomers, as the first post-war cohort who, within a cultural context, are rejecting traditional values, tend to think of themselves as a special generation, are the wealthiest, most active and physical fit of social groups studied. Becoming old seems to be possible in new ways, where individuals experience a dramatic decline in age related mortality and morbidity, which has been affectedly reduced in the past decades since World War II. This ought to change the nature of education, work, family and leisure experiences for older adults that just now enter their retirement age and is changing their organization of life course; subsequently, environmental and educational gerontology, existing theories of age and aging will need to be re-conceptualized (Rowe 1998). Older learner programs with informal, non-degree life-long learning settings, have been experimented with since the 1970. Some of the institutional barriers to older learnings in higher education have been eased through fee waver programs. Those waver programs, however do not focus on a formal degree program, and have largely failed (Moyer 1987). Theorizing of participation and pedagogic practice of elderly learners in formative degree programs and insight to their needs, may shape and inform institutional policies and preoccupation in educational gerontology, and expand degree access to marginalized elderly leaner. **Objective 2:** After attending this activity, participants will be able to define the differences in education environments for elderly learner. **Objective 1:** After attending this presentation, participants will be able to discuss the needs of elderly non-traditional learner in a formative degree program

Session Number: 85
Session Title: Expanding Educational Perspectives
Friday, February 27; 10:00 AM-11:30 AM

19 Going on 90: Spanning Generations through an Aging Workshop Series. Lisa D'Ambrosio, Ph.D, Julie Miller, MSW

Abstract Body: Researchers at the MIT AgeLab examine transportation, health and wellness, caregiving, decision-making, and technology – all with the goal of helping to improve quality of life for older adults and those who care for them. The focus areas of the MIT AgeLab are framed primarily around the Baby Boomer and Millennial generations, but with comparatively less attention to the "oldest-old" population of those ages 85 and older. An upcoming study at the AgeLab will adopt aspects of community based participatory research in its creation of a multigenerational workshop series. The purpose of this study is to: tap into the collective knowledge of the 85+ population in order to broaden the scope and relevancy of AgeLab studies; and learn about best practices in creating multigenerational connections by bringing older adult participants and younger adult participants together through in-person and online interactions. This study involves convening a panel of adults ages 85 and older and younger adults between the ages of 18 and 25 on-site at the MIT AgeLab and virtually through online discussion. Participants will engage in bi-monthly workshops at the MIT AgeLab about topics such as age-friendly design, caregiving, mobility, financial decision-making, and health and well-being. These workshops will involve formal presentations mixed with interactive multigenerational workshopping of the topics. Presentations will be led by AgeLab. Throughout and following the presentations, participants will contribute their reactions and feedback about the material presented, which in turn will generate data based on the small multigenerational sample of participants involved in the study. Between the bi-monthly workshops participants will read, respond to, and discuss assigned materials using an online blogging tool. Feedback about materials (primarily in the form of AgeLab white papers and videos) will be used to inform future directions for AgeLab research. The methodology of this study inherently creates experiential educational opportunities for, and across, generations. **Objective 3:** Explore how developing relationships between Millennials training in engineering programs and “The Oldest Old” may affect younger adults’ attitudes around how they design and build products, services and architectures. **Objective 2:** Understand how disruptive demographics in the United States may call for multigenerational relationships and lifelong learning opportunities to much greater extent than in previous years and
Session Number: 85
Session Title: Expanding Educational Perspectives
Friday, February 27; 10:00 AM-11:30 AM

Bereavement Grief: An Overlooked Educational, Practice, and Policy Matter. DONNA M. WILSON, Boris Waytowich

Abstract Body: Over 2012-2014, a mixed-method study was conducted to: (a) determine if a relationship exists between perceived death quality and bereavement grief intensity among the survivors, and (b) gain insight into bereavement grief and perceptions among surviving family members about the quality of the death and dying process for a beloved family member. The first stage involved a questionnaire that was developed and posted online for information on bereavement grief intensity, perceived death quality, decedents, and bereaved person information. The data received from 151 Canadian participants were subsequently analyzed using bi-variate and multiple linear regression tests. Perceived death quality and bereavement grief intensity were close to being negatively correlated. Over half had high levels of grief, even those bereaved for 2 or more years, and over half rated the death as more bad than good. Formal bereavement services were more often sought when the death quality was considered low and also when the level of bereavement grief was high. Subsequent interviews of 41 bereaved volunteers revealed that bereavement is a highly individualized, contextualized, and multifaceted experience. Three themes emerged through constant-comparative analysis: (a) the huge loss and enormous gap in life as a result of the death of a loved one, (b) extreme acute grief, and (c) the uncertain step-laddered journey of grieving to bereavement recovery. This bereavement recovery journey was impacted by any perceived good aspects as well as any identified bad aspects of the death and/or dying process, as well as both good and bad after-death events or developments that occurred. This study demonstrates the importance of good deaths and also the need for more awareness of and education on bereavement and bereavement recovery. All social support and health care professionals should know, at a minimum, that when a death is not considered as optimal as possible given the circumstances, bereavement grief may be more intense and long-standing. Objective 2: After attending this presentation, participants will recognize the commonness of bereavement grief and the major impact on individuals as a result of the loss of a loved one. Objective 1: After attending this presentation, participants will recognize the commonness of bereavement grief and the major impact on individuals as a result of the loss of a loved one.

Session Number: 85
Session Title: Expanding Educational Perspectives
Friday, February 27; 10:00 AM-11:30 AM

A New Perspective to Global Dementia Studies Courses and Curriculums. Christopher J. johnson

Abstract Body: This paper points out what makes the educational field of Dementia Studies unique, while sharing the author's experience of teaching Dementia Studies in Scotland. Some attention will be given to the notion of "dementia citizenship" and its global implications for education and policy change, especially in the United States. Courses and curriculums in the United Kingdom and Europe bring a sociological perspective to dementia care but often have gaps in gerontological and medical applied knowledge. The author describes missing content in dementia education in current American and European Gerontology and Dementia Studies programs. European Dementia Studies courses tend to be mainly sociological with some gerontological content but little geriatric dementia information--especially of an applied nature. On the other hand, dementia studies and citizenship content is a gap in American M.A. or M.S. in Gerontology curriculums, few schools even address it adequately in their courses. This is in spite of dementia’s impact on the aging population! In the United Kingdom, courses that do offer a gerontological perspective in dementia studies are sometimes guilty of not understanding limitations of persons with dementia in “person centered care” or need salient gerontological theory and applied content. Yet American approaches to care underestimate the powers of persons with dementia turning their "care" over to "total institutions." Global curriculums are often deficient in providing students with holistic gerontological, socio-biological and spiritual content--a blend of sociology, gerontology, spirituality and geriatrics. I propose such a synthesis in my course planning in dementia and aging studies. Such courses blend cutting-edge knowledge of dementia, gerontology, geriatrics and spirituality together. This is content lies under the umbrella of person-centered care and the provision of
practical skill building information. The global student must be provided with cross cultural competencies in person centered care. This learner must possess knowledge of many options of dementia care (e.g. "dementia villages" being built in Europe etc.). The courses and program this paper argues for will complement existing programs at Texas State University, while offering a global perspective. Finally, such courses promote interdisciplinary collaboration and knowledge. This benefits students, faculty and professional caregivers in an aging global society. **Objective 3:** To identify the need for a synthesis of the sociological, gerontological, geriatric and spiritual perspectives in course content. **Objective 2:** To understand the strengths and weaknesses of courses and curriculums in the United Kingdom, Austria and the United States when it comes to holistic dementia care. **Objective 1:** To introduce faculty to the field of Dementia Studies, the ideas of "Dementia Citizenship" and curriculums in Dementia Studies around the world.

**Session Number: 85**

**Session Title: Expanding Educational Perspectives**

Friday, February 27; 10:00 AM-11:30 AM

**Begin with the End in Mind: A Global Model for Facilitating Necessary Conversations.** *Julie Masters, Dr. Paige Toller, Dr. Lyn Holley, Dr. Nancy Kelley-Gillespie*

**Abstract Body:** Death, like aging, is a topic that is avoided by persons from various backgrounds and locales. Discussions about end of life planning are a necessary, but often difficult process as family members, friends and even health care providers are resistant to having these conversations. The increasing popularity of Death Cafes suggests that individuals around the world want to dialogue with others about end of life issues. Having originated in Europe and the United Kingdom, Death Cafes are now held in 18 countries (Deathcafe.com). Held in restaurants, clubs, and tea shops across the world, Death Cafes foster conversation about death and dying over food and drink. In an effort to draw on the success of the Death Cafe movement and to encourage individuals to begin thinking about their own death, faculty at a Midwestern University planned and hosted a free, three-part series focused on obituary writing, funeral/memorial service planning, and the value of Advance Directives. The three-part series was open to the public and the high attendance rates at all three events suggest that this series met a felt need. In addition to the Death Cafés, this series is another model of support for persons who wish to engage in end of life conversation. Attendance at each session was at capacity, with 90 people pre-registering for each session. Attendees were asked to complete a sixteen-item questionnaire regarding their experiences with end of life planning, their understanding of death, barriers and challenges of end of life planning (obituary, funeral planning, advance directive) and demographic data. Thirty-four out of 90 people attending the sessions completed the survey for a 36 % response rate. Using qualitative analysis, the findings suggest that persons attending felt that they had benefitted from participating, and felt that others would benefit from similar sessions. Details of findings from evaluation of participants’ responses and information about how to develop the series and next steps will be offered as part of the discussion. **Objective 1:** Participants will gain an understanding of the benefits of offering programming on end of life planning for older adults and their families.

**Session Number: 90**

**Session Title: Exploring Issues in Diversity**

Friday, February 27; 10:00 AM-11:30 AM

**A Content Analysis of Brochures Advertising Services for Autism Spectrum Disorders (ASDs): Why are Black Older Adults with ASDs Not Targeted in ASDs Services Print Advertisements?** *Manuel Solomon*

**Abstract Body:** Current research appears to not account for the reality that young people with Autism Spectrum Disorders (ASDs) grow up to be older adults with ASDs. Do ASDs service providers target older adults in their advertisements? If so, do they target all older adults with ASDs? Or do they exclude some older adults with ASDs, if so, why? To address these questions, a content analysis was conducted on brochures found on the internet that advertised services for those with ASDs and their families. There were 220 brochures chosen from websites that specifically provide services for Autism such as the Autism Society of America (ASA.org), the National Autism Association (.org), and the Centers for Disease Control and Prevention (cdc.gov). Only (N=69) brochures met the criteria to be included in this study. All brochures were coded for gender, race/ethnicity, audience type, color scheme, disorder type, and geographical location. It was determined that 148 people/animations appeared within these brochures. Of the 148 people and/or animations, 15 were of Blacks, 23 were of non-black minority, and 88 were of Whites, and the remaining 22 were placed into the “others” category. Of the 15 Blacks, 10 were male and 5 female; of the 23 non-black minority, 16 were male and 7 female; and of the 88 Whites, 49 were male and 39 female; and of the 22 (others) 13 male and 9 female. In addition to the race/ethnicity and gender, 9 separate categories of audience type and color schemes emerged, 5 disorder types, and 13 geographic locations. Analyses reveal that Blacks and
people of color in general are typically excluded as a group from the images used to advertise services. Further, almost all of the brochures used images or animations of children or young people. Images of older adults with ASDs were the exception. Understanding why this exclusion happens is critical to addressing the issue(s) and targeting everyone with ASD and their families. Critical Race Theory (CRT) is used as an analytical lens in discussing the findings. **Objective 3:** Raise awareness that Autism brochures disproportionately under represent older Blacks and other minorities. **Objective 2:** Raise awareness that Autism is a life long disorder that will be present in older adults. **Objective 1:** Raise awareness of the absence of older adults in Autism brochures.

**Session Number:** 90
**Session Title:** Exploring Issues in Diversity
Friday, February 27; 10:00 AM-11:30 AM

**The Impact of HIV/AIDS on Older African American Women (OAAW) in the Rural Southern Region.** *Patricia G. Walls, Dr. Patricia A. Wilkerson*

**Abstract Body:** The southern region of the United States (U. S.) has become heavily impacted by HIV/AIDS, leading the nation in the number of individuals who are HIV positive (Kaiser Family Foundation, 2012). An epidemic once erroneously referred to as a gay white male disease (Gage, 1992, Segal, 2011) is becoming increasingly evident among older African American women (OAAW). Today, the virus that can cause the Acquired Immune Deficiency Syndrome (AIDS) has found its way into the heart of African American communities, especially in the south; and HIV/AIDS is having a devastating impact on the African American family. This presentation will focus on how the face of HIV/AIDS has changed over last decade to include (OAAW). Older will be defined as fifty and older. Key words: HIV/AIDS, African American Women, older African American women, HIV/AIDS in older populations, HIV/AIDS and racial minority women. **Objective 2:** As presenters we hope that the participants will leave this presentation with an awareness of the rapid increase of this preventable disease in OAAW and a commitment to encourage all health care providers working in high risk HIV communities to include OAAW in their prevention messages, as well as to work on increasing their competence in providing services to this culturally distinct population. Participants will also have an awareness of the rapid increase of HIV among OAAW and how this increase in the number of HIV cases in this target population is impacting the overall African American communities. **Objective 1:** Upon completion of this presentation participants will have an increased knowledge base of HIV/AIDS among OAAW.

**Session Number:** 90
**Session Title:** Exploring Issues in Diversity
Friday, February 27; 10:00 AM-11:30 AM

**Embracing Intersectionality: Engaging Diverse Students and Reducing Essentialism in Gerontological Teaching.** *Sharon Koehn*

**Abstract Body:** Theoretical perspectives that incorporate race/ethnicity/culture are not well developed in the ageing literature even today. There appears to be little consensus on how to use the terms even though there seems to be agreement that when this dimension is factored in, it accounts for disparities in health and wellbeing. Critics of Canada’s multicultural programs and policies maintain that they have placed undue emphasis on the individualized attainment of cultural competency and language skills, at the expense of attending to the persistent racism and ethnocentrism inherent in institutional structures that undermine these efforts. The same can be said of our teaching strategies which are similarly bedeviled with constructs developed from the relatively homogeneous samples we are able to obtain for gerontological research. These constructs and our approaches to teaching do not reflect the diversity evident among Canada’s aging population, nor that found within the student bodies of Canadian universities. Our failure to acknowledge this diversity and unveil and address patterns of privilege that define both the older adults’ and the students’ lived experiences can inadvertently reproduce them in the classroom. An intersectionality approach posits that people experience the effects of a country’s social inequities as simultaneous interactions between multiple dimensions of social identity (for example, gender, age, sexual orientation, visible minority and immigration status) that are contextualized within broader systems of power, domination and oppression. Power imbalances and discrimination are understood as unique to each individual’s constellation of intersecting identities, social roles and the broader social and political contexts in which they exist. The adoption of an intersectionality lens in my Culture, Migration and Aging course has been central to the conveyance of a clear understanding of the complexity of the aging experience for diverse older adults in Canada. Simultaneously, this perspective has facilitated a more meaningful engagement of the diverse students enrolled in this class. This presentation will explore the strategies used
to accomplish these goals. **Objective 3:** After attending this paper presentation participants will be able to discuss how their own curricula might be adapted to incorporate the principles of intersectionality. **Objective 2:** After attending this paper presentation participants will be able to identify teaching strategies that help diverse students to understand ways in which their multiple intersecting identities offer them both positions of social privilege and social marginality. **Objective 1:** After attending this paper presentation participants will be able to define intersectionality.

**Session Number: 95**
Friday, February 27; 10:00 AM-11:30 AM

**Models of Faculty Development: Lessons Learned by New Geriatric Education Centers.** Edward F. Ansello, Beverly Lundsford, Maureen Dever-Bumba, Leland Waters, Constance Google, Annemarie Conlon

**Abstract Body:** Gerontological/geriatric educators often seek to educate other faculty about issues in aging. The multifactorial nature of the processes of growing older logically impels interdisciplinary and interprofessional engagement with colleagues, whether in teaching, research or practice. Geriatric Education Centers (GECs) are federally funded by the Health Resources and Services Administration for activities that include implementing and evaluating 160-hour faculty development programs (FDPs) in interprofessional geriatrics/gerontology. Three newly funded GECs report their experiences in faculty development, including recruiting and retaining core faculty in their GECs; processes of identifying salient curriculum subject matter; correlating curriculum content with core geriatric/gerontological competencies; identifying various methods of delivering effective interprofessional curricula; recruiting diverse learners from among those with academic appointments (adjunct to tenure track); mentoring these learners so that each develops and evaluates a curriculum project of their own intended to broaden curriculum impact (second tier effect); assessing effectiveness of program administration; and more. These FDP experiences contain relevant strategies and practices for strengthening academic gerontology programs, which often strive for awareness of and cooperation with their initiatives. Each GEC is team-based and maintains a person-centered curriculum. Each GEC’s presentation systematically reviews strengths, challenges, and unexpected enjoyable aspects of faculty development. The Washington, DC GEC Consortium teaches a person-centered approach to care that uses humanities and creative arts, with diverse faculty including chaplains and art therapists; it employs experiential activities that encourage self-expression and creative arts activities to stimulate learners’ inspiration, innovation, etc. The Palmetto State GEC’s curriculum has evolved to be heavily virtual, allowing it to recruit across the state of SC and test different formats to meet, collaborate, and satisfy individual learning needs. Its face to face component is experiential: Walk in Their Shoes employs extensive simulated experiences to convey common changes in aging, health conditions, and challenges faced by geriatric patients. The Virginia GEC systematically evaluates both its interprofessional Plenary, the core faculty that manages the FDP and other learning programs, for engagement and effectiveness of its interactions, and its FDP learners for changes in knowledge, perceived self-efficacy, and attainment of 23 targeted multidisciplinary health care competencies in six domains (Partnership for Health in Aging). Each GEC realistically appraises challenges faced, including maintaining administration in the face of evolving objectives; recruiting "best fit" learners, retaining them, and facilitating their completion of the FDP; addressing emerging older populations; overcoming barriers to virtual classrooms and other non-synchronous modalities; and other conditions common within educational gerontology. **Objective 3:** Note the strengths, challenges, and most enjoyable aspects of three relatively new (2010-15) faculty development programs, with particular emphases upon lessons applicable to academic gerontology programs and initiatives. **Objective 2:** Discuss the objectives, methods, and evaluation results of three 160-hour faculty development programs, including results related to development and administration of these programs and to impact upon the faculty learners/participants in these programs. **Objective 1:** Relate effective practices for interprofessional faculty development in geriatrics/gerontology learned by three Geriatric Education Centers.

**Session Number: 100**
Friday, February 27; 3:00 PM-4:30 PM

**State-Wide Networking to Improve the Face of Gerontology Globally: Lessons from Indiana’s InterCollege Council on Aging.** Lesa Huber, Margaret Adamek, Lisa Borrero, Katie Ehlman, Tina Kruger Newsham

**Abstract Body:** AGHE is a tremendous resource for professionals in the field of aging, providing opportunities for networking, collaborating, and disseminating research on gerontology and geriatrics education. Collaboration is essential for gerontologists across educational settings. The demographic trends of the aging population in the United States have broad ranging impacts requiring a well-prepared workforce across disciplines. Uniting across education settings to embrace the opportunities and address the challenges presented by current demographic trends is critical. When identifying collaborators,
Objective 1: After attending this session, participants will be able to describe new means for networking with gerontology colleagues in geographic proximity.

Session Number: 100
Session Title: 45 Minute Workshop 4
Friday, February 27; 3:00 PM-4:30 PM

Connecting students with communities and (non)profit companies from the first day at school: the Dutch experience.

Geraldine Visser, Jan Jukema

Abstract Body: The Bachelor Degree Program ‘Applied Gerontology’ (4 years) in the Netherlands recently developed a sustainable and innovative program for experiential education, called the ‘critical professional situation’. From day 1 students are engaged and connected 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 is the leading theme in this program. The objective of this program is to integrate gerontological knowledge and professional skills (e.g. research, project management, communication, collaboration, consultancy and entrepreneurial skills), to get acquainted with the different professional opportunities in the four fields of gerontology: 1. Human Resource Management/employability of older workers 2. Housing and (geron)Technology 3. Wellbeing, Active Citizenship, Leisure and Tourism 4. Health, health prevention and care for older people. The second objective is to stimulate career choices and opportunities. How does it work? Every period (10 weeks) in the first two years we ask companies and (non)profit organizations to give a real life assignment to students. To create sustainable collaboration they are asked to become ‘preferred partners’. Examples: Employment agency for 65+, Randstad, Famegroep (architects and housing concept planners) Think Tank 60+ (Association of Older Persons), social work organizations, Nutricia: International company for advanced medical Nutrition, research department Innovations in care for older people, Virtual Residential Home). Students perform literature and market research, create innovative (interprofessional) services and products, write essays, blogs, give (poster) presentations and pecha kuchas. The companies and organizations are involved in judging the assignments at the end of the period. What are the results? Students are highly motivated to do their best. They feel that they are taken seriously by performing real life assignments instead of fictitious ones. They discover their passion(s) and talent(s). “Now, I know that I want to set up a training company for ‘dementia friendly communities’. I realize, now, that I want to develop myself in management and ICT-innovations in the care for older people”. Companies and (non)profit organizations have more opportunities to gather information about topics for which they do not have the expertise and time to look at. They also value the intergenerational contact with younger generations and their 21st century skills. And finally, lecturers are able to have more and sustainable field contact in their busy educational agendas. We think this new program is contributing effectively to the development of high quality gerontological
professionals. We would like to share ideas with you. **Objective 2:** To contribute effectively to the creation of this type of sustainable and innovative educational programs. **Objective 1:** After attending this presentation, participants will be able to define the win-win-situation of this type of experiential education/service learning program for students, communities, (non)profit companies and lecturers.

**Session Number:** 110  
**Session Title:** Clinical Professions and Education  
Friday, February 27; 3:00 PM-4:30 PM  
**Promoting Optimal Cognitive Functioning in Older Adults: Implications for Curriculum Development.** Mary E. Stolder

**Abstract Body:** Although there are ample studies confirming that memory self-efficacy (MSE) declines with age, less is known about what factors account for the variation in MSE among older adults. The purpose of this study was to examine the relationship between MSE, diagnostic and clinical characteristics, and subsequent episodic memory performance in older adults. A nonprobability sample of 200 cognitively normal and older adults with mild cognitive impairment (MCI) participating in a longitudinal population-based study investigating the incidence, prevalence and risk factors for MCI completed a questionnaire about self-referent beliefs of MSE. Pearson product-moment correlations, a general linear model and a multiple linear regression analysis were conducted. The difference in MSE ratings between the cognitively normal group and the MCI group tested as a whole was significant when adjusting for age, gender and educational attainment (p < .001). The overall regression model explained 17% of the variance of MSE (p < .001) and included age, gender, educational attainment, APOE 4 genotype, family history of dementia, cognitive diagnosis and depressive symptoms. After controlling for age and the other variables of interest, cognitive classification and depression were significant predictors of MSE. Higher MSE ratings were correlated with better episodic memory performance for both groups (r = .27, p < .001). The recognition and treatment of existing depression is essential for optimal cognitive function in older adults. Memory training that capitalizes on the benefits accruing from higher MSE is needed for cognitively normal older adults and older adults with MCI. Professional education programs need to expand the didactic content on significance of intraindividual variation in memory changes observed in older adults; neurogenesis, cognitive reserve and brain plasticity; the fluidity of classifications relative to cognition; and observed age-related normative changes in cognitive goals and motivation, with an emphasis on the individuality of aging. It is essential that curricula address the issue that older adults often encounter negative and demeaning age stereotypes, which may ultimately lead to reduced longevity and impaired quality of life. Students and faculty alike need to recognize the insidious nature of ageism and to examine their own personal attitudes and biases relative to aging. Experiential learning exercises that explore the existential threat of one’s own fallibility and the self-denial of the young relative to aging may sensitize students to the value of the developmental task of generativity that is vital to successful aging. **Objective 1:** Identify concepts and issues relevant to cognitive aging that need to be included in a professional education curriculum.

**Session Number:** 110  
**Session Title:** Clinical Professions and Education  
Friday, February 27; 3:00 PM-4:30 PM  
**ICAA's Career Path for Wellness Professionals.** Kathie C. Garbe, Patricia Ryan

**Abstract Body:** The active aging industry, along with concepts specific to wellness and aging, are currently being developed and are evolving rapidly. However, roles, responsibilities, skills, education and terminology concerning wellness and the Wellness Professional vary greatly. This creates a tremendous challenge for wellness programming and for career opportunities in wellness. Also, in order for the medical and allied health professionals to be motivated to recommend preventive/wellness services, there needs to be more consistency and clarity in the industry. A defined career path for Wellness Professionals is fundamental to building a wellness culture, which provides opportunities for older adults to achieve the highest quality of life possible. Over the last seven years, the International Council on Active Aging (ICAA) has been working diligently to decrease the ambiguity in the field of wellness and aging. ICAA convened three work groups, two advisory groups, and two think tanks; collected data through two qualitative surveys and elicited input from multiple subject matter experts. The focus was on issues pertaining to wellness for older adults as a profession, and the subsequent staffing issues regarding wellness programs at various organizations. The consensus reached by this input led to the creation of a framework which defines the role of a Wellness Professional in the active aging industry, provides educational considerations, delineates job responsibilities and maps a career path from entry level through increasing responsibilities for
middle and senior management. This model includes recommendations for the development and progression of education and skills so professionals can travel successfully along the career path. These recommendations also include building core knowledge of health conditions and age-related physical and psychosocial changes experienced by older adults, program planning and management, staff management, leadership, marketing and communication. The Career Path for Wellness Professionals will help to more consistently define the role and career progression of a Wellness Professional, enabling many organizations to build their job descriptions around this path and framework, and to guide the industry toward a more consistent use of terminology and job requirements. The Career Path for Wellness Professionals is currently being adopted by multiple senior living communities, and used by professors and community educators to build curriculum and solidify programs in aging and wellness. Research methodology and outcomes, knowledge gained, and the Career Path for Wellness Professionals model will be shared and discussed as a foundation for developing an effective wellness curriculum for Wellness Professionals in the aging industry. **Objective 3:** Discuss the education and skills needed to successfully complete the Wellness Professional’s responsibilities within an organization’s Human Resources framework. **Objective 2:** Define the roles and clearly delineate job responsibilities of Wellness Professionals who work with older adults in various professional settings. **Objective 1:** To share the research and knowledge gained from this project and to discuss ways to apply the Career Path for Wellness Professionals model to wellness and aging curriculum design.

**Session Number:** 110  
**Session Title:** Clinical Professions and Education  
Friday, February 27; 3:00 PM-4:30 PM  
**The Future Growth of Geriatric Care Management: Is Education the Key?**. Andrew Zeldin, Eleanor K. Covan  
**Abstract Body:** The purpose of this research is to assess the need for additional educational programs in gerontology, specifically in the field of geriatric care management. To investigate this need, a study was conducted examining the attitudes of a nation-wide sample of currently practicing, professional geriatric care managers towards education, certification and licensure for their field. Themes that emerged in the analysis of study data include an impending need for more professional geriatric care managers to manage the overall care of a rapidly growing aging population; current geriatric care managers identify a need to increase market awareness of the Geriatric Care Management profession; geriatric care managers believe educating the consumer as well as health care professionals about the field, and standardization of certification procedures and curricula will increase credibility of the Geriatric Care Management profession. **Objective 3:** After attending this presentation, participants will be able to provide feedback and recommendations on the proposed UNC Wilmington post-baccalaureate certificate curriculum in Geriatric Care Management. **Objective 2:** After attending this presentation, participants will be able to discuss how standardization of certification procedures and curricula will increase credibility of the GCM profession. **Objective 1:** After attending this presentation, participants will be able to explain what geriatric care management (GCM) is and what are the main benefits and limitations to accessing GCM services today?

**Session Number:** 115  
**Session Title:** Clinical Professions and Education  
Friday, February 27; 3:00 PM-4:30 PM  
**Design on the Cutting Edge: A Global View.** Margaret A. Perkinson, Alan DeLaTorre, Margaret Neal, David D. Rockemann, Min Cole  
**Abstract Body:** Environmental contexts can either support or hinder efforts of older adults to engage in meaningful activities. Principles of design can guide efforts to make physical environments age-friendly. This session presents design-related projects within three very different cultures and examines the impact of cultural context on such efforts: Presentation 1: Incorporating Portland’s Age-friendly Efforts in University and Community Service-Learning Projects: Portland, Oregon, participated in the World Health Organization’s (WHO) 2006-2007 Age-friendly Cities project and has continued collaborating as a part of the WHO Global Network of Age-friendly Cities and Communities. Portland State University’s Institute on Aging has coordinated numerous graduate and undergraduate assignments, research projects, and a service-learning course. This presentation details the design-related aspects of these projects, including: an overview of walkability audits carried out by students and community members; a design charrette that explored ways to improve university accessibility; and a survey instrument that was developed to improve understanding of age-friendly characteristics. Presentation 2: Design-related Service Projects for Older Nicaraguans: Since 2004, Portland State University faculty and students have carried out service-learning projects aimed to improve the quality of life and well-being of older Nicaraguans. The program has evolved to become a six-credit course in Public Health Education and University Studies which identifies projects in collaboration with community members. This presentation describes several design-related projects carried out by
program participants, including: building a small home that incorporated environmentally-friendly materials; the installation of hand rails in urban locations used by older adults; and the improvement of a garden path in a home for older adults to create a usable route for resident activities. Presentation 3: How to Design a CCRC in China Jindongfang is a continuing care retirement community in Changzhou, China, designed to eventually house 7000 residents. This presentation will describe a training program developed to sensitize Jindongfang staff to the needs of older adults. We will describe the content and format of the program, focusing on issues of physical and graphic design. We also will discuss the process of implementing this program, some of the culturally-related issues that arose, and their resolutions. **Objective 2:** Session attendees will learn how to adapt principles of design for age-related environments in different cultural contexts. **Objective 1:** Session attendees will learn how to implement principles of design in a variety of age-related environments.

**Session Number: 120**

**Session Title:** Evaluating the Student Experience

Friday, February 27; 3:00 PM-4:30 PM

**Increasing Knowledge, Improving Attitudes, Presenting the Big Picture: Understanding and Addressing Our Students’ Needs. Marjorie A. Getz, Theresa Schwindenhammer**

**Abstract Body:** Career opportunities in gerontology are expanding and will continue to expand for the foreseeable future. More than 300 programs are listed in the latest GSA directory of formal credit/post-doctoral programs in gerontology. Our college, which offers programs in nursing and health sciences, has instituted a gerontology certificate program for students enrolled in the baccalaureate nursing program (AGHE 2013 presentation). Previous research involving students in nursing programs (e.g., Ryan & McCauley, 2005) has shown that young students can hold negative attitudes towards older adults. Based on the premise that attitudes impact behaviors and knowledge acquisition, we have developed three pilot measures to assess knowledge and attitude change for the introductory courses in gerontology for our 4-course certificate program. One method asks students to list the first 5 words that come to mind when they hear the word gerontology. This measure is taken on the first class day as a lead activity with the comparative measure made on the final class day. The second measure involves administration of a 20-item multiple-choice general knowledge questionnaire using one question from each chapter of a standard undergraduate text in gerontology. This index is provided to students on the first day and last day of class. Later during the first class period (and final class period), students receive a well-known measure related to attitudes toward older adults. In addition to these pilot studies, we became interested in exploring the concept of holistic learning and the impact of this pedagogical structure on course satisfaction. Our college has a high proportion of nontraditional, female (>87%) adult (mean age >26 years) learners. To examine satisfaction with holistic/global learning, the first class lecture included a 50-minute PowerPoint slide set which presented an overview of key concepts from gerontology. Learning style research has shown that female adult learners are more likely to be global learners (who tend to learn in large jumps, absorbing material without seeing connections, and then suddenly "getting it." [Felder, 2014]). Results from the pilot measures of knowledge/attitudes administered to the first two cohorts of students enrolled in our gerontology certificate program showed a change in attitudes toward older adults and shift in perspective on the components of the field of gerontology between measures. Students recognized that their learning was enhanced and expressed high levels of satisfaction with the inclusion of the introductory overview of gerontology. Because of very small sample sizes, data collection is ongoing. **Objective 3:** After attending this activity, participants will be able to explain holistic/global learning preferences. **Objective 2:** After attending this activity, participants will be able to discuss the major measures of learning styles and measures associated with attitudes toward older adults. **Objective 1:** After attending this activity, participants will be able to describe the characteristics of an adult learner.

**Session Number: 120**

**Session Title:** Evaluating the Student Experience

Friday, February 27; 3:00 PM-4:30 PM

**Bumpers in the Bowling Alley: Advancing an understanding of careers and professional expectations of gerontology in the online classroom. Thalia MacMillan, Michele Forte**

**Abstract Body:** Current and future demographic shifts predict that individuals are living longer, with more productive and active lives. This growing population is not homogenous in its needs, wants, or desires in what it means to age. These same trends can be seen worldwide. The career opportunities to work with the aging population are also quite diverse; the phrase ‘working with the elderly’ is no longer synonymous with the field of health care. Careers may span human services, health care, business, recreation, law, and religious to name a few. Students interested in this population seek ways to learn about
the career opportunities that are available on a nation-wide and global level. The question remains in how to do this without being overly prescriptive to one field or another. How can we present information to students in a way that allows exploration, stimulates learning, critical thinking, and the application of such knowledge, particularly within the online classroom, to help students determine a career trajectory within this broad field/discipline? This paper will discuss the process of creating the course in order to encapsulate all of the above and to provide students with unique opportunities to utilize resources available to them on the internet to promote further learning. The challenge remains to find a way to provide opportunities for online students as a way to advance their engagement of experiential knowledge of the field. A course was created to help students explore the varied careers in gerontology, and to help determine the professional expectations of the field. Sections of the course focused on the evolution of service provision for the aging, terminology in the field, careers in the field, professional expectations, and closing the loop of knowledge. The primary goal was to create a highly accessible, student-centered online course in which participants engage in exploration of and conversation about the field of gerontology and the professional expectations of those who work in it. The course aims to advance education beyond the theoretical foundations of knowledge, but also to incorporate experiential learning. Students were asked to locate organizations that were consistent with their interests. This allowed them to make professional connections, network, and determine expectations within that field. Online courses offer both strengths and weaknesses for students; the challenge reminds to find a way to bridge the weaknesses and advance knowledge for students in a way that is accessible for all. \textbf{Objective 3:} After attending this presentation participants will be able to utilize open educational resources to enhance the online or blended classroom. \textbf{Objective 2:} After attending this presentation participants will be able to understand ways in which learning activities can help students explore professional expectations in gerontology. \textbf{Objective 1:} After attending this presentation participants will be able to understand ways in which learning activities can help students explore the range of careers in gerontology.

\textbf{Abstract Body:} Today’s and future cohorts of older people are asking for person-centred services, support, or care that meets their unique preferences and needs. Professional gerontologists can offer a distinct contribution to this end, but that requires an educational approach that helps budding professionals to acquire competencies that will support their meeting the demands of older people. The aim of this presentation is to demonstrate the structure and building blocks of a BSc program in Applied Gerontology, and to discuss its plans for future internationalization. Beginning in 2010, a four-year competency-based BSc in Applied Gerontology in the Netherlands has been teaching professional gerontologists in the field of case management, consultancy, and entrepreneurship. Currently, the program hosts ± 30 part-time and ± 80 full-time students. The first graduates will enter the labour market this summer (2014). The program focuses on services in the domains of labour, housing, communities, leisure, welfare, care, and health. With five professional competencies at its core, the curriculum meets current demands in higher education and professional practice. A strong regional, national, and international network facilitates both student and faculty activities. The curriculum offers students powerful learning environments that facilitate not only realistic complex learning tasks but also a fruitful lasting collaboration among stakeholders in applied research, practice, and education. This includes collaborative work with different companies, as well intensive internships. These powerful learning environments are aimed to enable: (1) students to develop competencies, (2) students to contribute effectively to company goals, (3) the development of knowledge and innovative services. The curriculum strongly emphasizes providing person-centred services, innovation, evidence-based practice, and internationalization. This last item is already achieving substantial results. For example, we have received students from Finland, several Dutch students have done overseas internships, and hosted an Erasmus intensive program on community-dwelling older people with dementia, in which the 50 participating students came from Turkey, Portugal, Finland, Belgium, and the Netherlands. Our strategic plan focuses on expanding the EU network and increasing the number of exchange students by 50%. In concrete terms, we are striving to enhance our learning materials, tasks, and assignments that include an international perspective. This requires further development of an international network of professionals and faculty, sharing expertise and innovations. \textbf{Objective 2:} Participants will be able to discuss the program’s future strategic plans concerning internalization. \textbf{Objective 1:} Participants will be able to reflect on the structure and building blocks of a competency-based BSc program in Applied Gerontology in the Netherlands.
Taking Fall Prevention Outreach from the University Setting Into the Community: Utilizing Students as Community Coach Volunteers. Amy J. Plant, Joe Eschman, Daniel J. Van Dussen

Abstract Body: Connecting students to the community is a critical component in education and can provide numerous benefits to students, older adults and the community at large. At Youngstown State University, students provide fall prevention outreach utilizing A Matter of Balance: Managing Concerns About Falls, an evidence-based program designed to reduce the fear of falling and increase activity levels among older adults. YSU students from multiple disciplines are recruited to participate in the outreach and serve as coaches who teach the Matter of Balance curriculum at community, senior and fitness centers, as well as churches and other areas of interest and need throughout the local Area Agency on Aging planning and service area. This is accomplished through the guidance of a Gerontology Graduate Research Assistant and Master Trainer. Because falls in the elder population are a pressing public health concern in our community and around the country, this outreach gives students an opportunity to directly work with older adults at risk for falls, while gaining experience working with seniors and delivering evidence-based material that helps meet the goals and the strategic plan for the Ohio Department of Aging. After attending this session, participants will be able to further the Matter of Balance: Managing Concerns About Falls intervention program and discuss the research behind the program, as well as ways to recruit, educate and retain student volunteer community coaches and lay leaders within the university setting. The benefits to students, older adults and communities through the connection of university students to this program as volunteer lay leaders and coaches and the potential for further research will also be addressed. Objective 3: After attending this session, participants also be able to explain in depth the benefits to students, older adults and communities through the connection of university students to this program as volunteer lay leaders and coaches. Objective 2: After attending this session, participants will also be able to explain ways to recruit, educate and retain student volunteer community coaches and lay leaders within the university setting. Objective 1: After attending this session, participants will be able to explain in depth the Matter of Balance: Managing Concerns about Falls Intervention Program for older adults and discuss the research behind this evidence-based program.
**Session Title:** Resource Exchange 1
Friday, February 27; 3:00 PM-4:30 PM

**Lessons learned: Developing individual and program based assessments of student learning outcomes. Sarah Hahn, Jennifer Kinney**

**Abstract Body:** The assessment of student learning outcomes has become increasingly important within the last decade. Despite claims that evaluating student learning is essential for student and institutional improvement and satisfies accreditation requirements (e.g., Kinzie, 2010), some faculty are skeptical about the utility of this process. Those faculty who do embrace the process oftentimes confront multiple challenges, including the development and implementation of student learning outcome assessments that are authentic, logistically manageable, and ultimately result in curricular improvement. This resource exchange is grounded in our ongoing experiences with university-mandated student learning outcome assessment. The overarching purpose of the session is to share our experiences developing individual course- and program-based assessments of student learning outcomes among undergraduate gerontology students at Miami University. We examine distinct phases in the assessment process. First, we share artifacts (student assignments at the introductory, middle and upper division levels) that serve as the foundation of our assessment efforts. Second, we provide examples of rubrics used to assess the artifacts, with an emphasis on modifications to AAC&U VALUE rubrics (e.g., critical thinking, oral and written communication) that incorporate key gerontological concepts. Third, we identify various challenges (e.g., artifact management, meaningful analysis of artifacts) and opportunities (e.g., identification of program strengths and areas for improvement) that arise in the assessment process and conclude with lessons learned and recommendations. Kinzie, J. (2010). Perspectives from campus leaders on the current state of student learning outcomes assessment. Assessment Update, 22(5), 1-15. **Objective 2:** Individuals will acquire different examples of student assignments and rubrics, and evaluate which are viable within their current institution. **Objective 1:** Individuals who utilize this resource exchange will be able to identify the process of creating and implementing course and program-based assessments of student learning outcomes, as well as learn from challenges and opportunities faced on behalf of the presenters.

**Session Number:** 125

**Session Title:** Resource Exchange 1
Friday, February 27; 3:00 PM-4:30 PM

**Lessons Learned from Quinnipiac University’s Inaugural Interprofessional Healthcare in Aging Leadership Academy. Erica DeFrancesco, Linda Bedard, Nicholas Nicholson, Stephanie Jacobson, Lynne Hodgson**

**Abstract Body:** Quinnipiac University facilitated the inaugural Interprofessional Healthcare in Aging Leadership Academy (IHALA) in 2014. This program was made possible through funding from the Center for Interprofessional Healthcare Education at Quinnipiac University. The curriculum was developed and piloted by an interprofessional team which included four faculty from the following disciplines: occupational therapy, nursing, and physical therapy. A partnership with a local healthcare provider of aging service was also developed and the program was facilitated at Quinnipiac and at the local continuing care retirement community. A final instrumental individual in the development of the program was a nurse from the partnering organization. The mission of IHALA was to provide aspiring healthcare professionals with leadership opportunities unique to the aging population that will expose them to interprofessional work and serve as a vehicle to ultimately transform themselves, the organizations for whom they work, and the future of aging services. The curriculum for the Interprofessional Healthcare in Aging Leadership Academy was designed to address four theme areas of interprofessional education identified by a National Interprofessional Competency Framework developed in 2010: role clarification, team functioning, interprofessional conflict resolution, and collaborative leadership. In Safe Patients, Smart Hospitals: How One Doctor’s Checklist Can Help Us Change Healthcare from the Inside Out, authors Peter Pronovost and Eric Vohr shared the following powerful quote: “When I was in medical school, I spent hundreds of hours looking into a microscope – a skill I have never needed to know or ever use. Yet, I didn’t have a single class that taught me communication and teamwork skills – something I need every day I walk into the hospital.” In attempt to recruit fellows to the program, students were encouraged not to wait until after graduation to discover that they are ill prepared to work on teams, as was the experience of the doctor quoted above. Fellows submitted a completed application to be considered for the program. IHALA selected twelve “fellows” from a variety of healthcare disciplines to participate in an exciting six month leadership development program that involved a Kick-Off event, a two and half day experiential workshop, and two additional events during the Spring Semester. This workshop will reflect upon faculty and student experiences of this pilot program. **Objective 3:** Participants will articulate how the Interprofessional Healthcare in Aging Leadership Academy can be replicated in other institutions.
Objective 2: Participants will critique one of the culminating projects which was designed to synthesize the main elements of the leadership academy. Objective 1: Participants will examine how the four core competencies of interprofessional collaborative education were utilized to develop a unique program for students interested in the aging profession.

Session Number: 125  
Session Title: Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
Learning Outside of the (Classroom) Box: Experiential Learning Opportunities for Undergraduate Gerontology Students. Elizabeth J. Bergman, Mary Ann Erickson, Rhoda H. Meador, Christine Pogorzala  
Abstract Body: The Ithaca College Gerontology Institute has fostered a strong commitment to experiential education since it was established in 1992. Evidence of this commitment exists in many forms, including: (1) experiential learning opportunities included as a component of nearly every undergraduate course offered in the Institute and (2) non-course-based projects and initiatives with experiential learning components. This resource exchange will highlight several recent specific examples of projects and initiatives with an experiential component carried out by faculty and staff in the Ithaca College Gerontology Institute. Examples that will be discussed include: 1. Memory Loss and Aging students participated in an experiential learning opportunity that involved online training in the improvisational storytelling method TimeSlips, developed by Anne Basting. This unique group storytelling technique is based on generating answers to open-ended questions about unusual images. It was developed to give older adults with cognitive impairment a way to be creative and to collaborate and form relationships with others. Once the students were familiar with the method, they presented a number of sessions of the activity at an assisted living facility and a nursing home. 2. Students in the Gerontology Senior Seminar capstone course conducted a research project at the request of the service coordinator for McGraw House, subsidized apartments for people age 62 and over. The survey project focused broadly on livability, with individual student project topics related to social connections, aging in place, safety and accessibility, and activities. 3. The Retirees in Service to the Environment (RISE) program is an interdisciplinary outreach program that engages retirees in training in leadership, communication, and environmental stewardship skills. The program has engaged students in experiential learning by having them serve in several roles, including logistical coordinator, teaching assistants, and in conducting program evaluation. 4. Students in introductory-level aging courses have collaborated with residents at Titus Towers, a subsidized residence for seniors and disabled adults, in producing and staging three intergenerational musical plays written by a Titus Towers resident. Performances were held in the community room at Titus Towers and were open to all residents and the general public. Each play included aging-related themes and/or storylines. Handouts and project descriptions will be provided. In addition, we will discuss: (1) the risks and challenges of each project and (2) the benefits of each project to students, the academic program, and the community. Objective 2: After attending this activity, participants will be able to discuss the risks and rewards of a range of experiential education projects. Objective 1: After attending this activity, participants will be able to describe examples of experiential education in course-based and non-course-based contexts.

Session Number: 125  
Session Title: Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
An Interdisciplinary Model of Best Practice through a Center for Healthy Aging in a Rural Community. Lori Metzger, Shiloh Erdley, Mary Jo Larcom  
Abstract Body: The commonwealth of Pennsylvania ranks 4th in the nation with the highest percentage of the total population over the age of 65 (15.4%) with many of its older residents living in rural areas. An interdisciplinary team of professionals and faculty researchers in fields relating to gerontology and adult development and aging (e.g., nursing, social work, psychology and audiology) at Bloomsburg University of Pennsylvania are in the design and implementation phase for a Center for Healthy Aging (CHA) which would serve older adults living in rural counties in northeastern Pennsylvania. The goals of this center include the development of optimal aging programs, health promotion and chronic disease management in the diverse, older population through interdisciplinary service, education, and research. As cognitive and social engagement are also essential components of healthy aging, the CHA will provide resources that assist older adults in staying cognitively and socially active. The CHA is founded upon an interdisciplinary-team approach that aims to provide educational opportunities and empower older adults as they confront the multifaceted needs associated with aging. While meeting the needs of older individuals through educational and clinical outreach programs, another goal of the CHA is to create opportunities for student involvement by providing vital learning experiences under the direction of faculty and qualified
professionals. This approach will allow for service-learning opportunities among students and the community and will better prepare students to confront a multitude of complex aging issues from the lens of their discipline. A final goal of this center is to strengthen interdisciplinary practice among students, faculty and the community while providing for a more holistic approach that aims to improve the physical and mental health of older adults. Currently there are no other known centers that are designed to address the needs of the aging population as intended by the CHA in the Columbia/Montour region of Pennsylvania. Intercollegiate and interdisciplinary information sharing will provide extensive opportunities to exchange innovative ideas and current practices that will help the CHA become a model of best practice in northeastern PA. This approach will further strengthen the likelihood that the design and implementation phase will lead to a center of excellence for aging and also for interdisciplinary, experiential student learning and research. Objective 2: To receive feedback from and exchange ideas with other researchers, professionals, and educators in gerontology-related disciplines on how to best use the resources of a community-based center for healthy aging to advance university course curricula across disciplines along with providing opportunities for experiential student learning and faculty research. Objective 1: To receive feedback from and exchange ideas with other researchers, professionals, and educators in gerontology-related disciplines on how to best implement the goals a center for healthy aging which was created using an interdisciplinary approach to improve the physical and mental health of older adults living in rural areas.

Session Number: 125  
Session Title: Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
Increasing Student Understanding of Global Aging Through Cross-Cultural Contrast and Comparison. Kathryn S. Elliott  
Abstract Body: This presentation focuses on the systematic use of cross-cultural contrast and comparison in the classroom to: 1) highlight the role of sociocultural context and cultural diversity in the way societies address the aging of their populations; and 2) illustrate to students how much of practical value for their own society can be gained through knowing how other cultures respond to the opportunities and challenges involved in large-scale societal aging. Contrasting and comparing specific case studies will be particularly emphasized as a fruitful teaching strategy that not only adds to students' overall understanding of the shared features of and diverse responses to aging around the globe, but also helps prepare them for actually working with culturally/ethnically diverse elders and for contributing to policy discussions in response to population aging in their own society. Contrasting case studies will be shared that highlight differences in areas such as family structure and support, the varying sociocultural contexts in which ADLs/IADLs must be defined and measured, cultural variation in what constitutes a supportive, livable community for elders, how the life-course of individuals is shaped in different ways in different cultures and how elder-care institutions and services are rooted in their own specific cultural contexts which shape the role they play in the lives of elders and their families and in the community. The case studies discussed will be drawn from a range of societies around the world and have been used successfully by the presenter in a variety of courses in gerontology and in an anthropology of aging course. Objective 2: After attending this session, participants will be able to identify ways in which using cross-cultural comparison can help their students understand the shared features of and diverse responses to aging around the globe and the practical insight that can be gained through such comparison for the development of elder services and policy in their own society. Objective 1: After attending this session, participants will be able to apply a specific teaching strategy, built around the systematic cross-cultural contrast and comparison of case studies, which highlights the role of sociocultural context and cultural diversity in the way societies around the world address the aging of their populations.

Session Number: 125  
Session Title: Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
Intergenerational Transmision of Religiosity: Effects on Family Relationships. Glee Bertram, Brandon Burr, Kaye Sears, LaDonna Atkins, Brooke Kuns  
Abstract Body: Religiosity/spirituality has an impact on families in different ways. Erik Erikson's psychosocial development theory suggested an individual must overcome one crisis in life in order to advance to the next. He felt his psychosocial principles were necessary for proper human development. His crisis stages ranged from birth (trust versus mistrust) to death (integrity versus despair). Specifically, Erikson's last stage of integrity versus despair, individuals reflect on their life and decide if they were successful or a failure. According to Erikson, often individuals ask the question what was my impact on
others in later life stages? This is often referred to as a life review. Research suggests that the more religious an individual is the more positive their overall well-being will be (Witter, Stock, Okun, & Haring, 1985). Research also suggests in many cases, religion does not become important until later in life (Witter et al., 1985). Positive well-being promotes positive relationships. This allows for more successful transmission of religiosity across generations. Some research suggests that often times religious beliefs transmitted across generations promotes continuity for families (Copen & Silverstein, 2008). In most cases, younger generations rely solely on grandparents and parents to guide their religious practices. Spilman, Neppl, Donnellan, Schofeild, and Conger (2013), suggest over half of adolescents claim their religious belief system is very similar to that of their parents. When transmitting religious practices across generations, a united front seems to be the key for successful transmission (Hoge, Pettrillo, & Smith, 1982; Myers, 1996). The purpose of this project is to investigate how religiosity and spirituality have played a role in elderly adults lives as well as how their religious practices and beliefs have been passed on to their children and grandchildren. This is a qualitative study conducted with a diverse sample of individuals sixty-five and older. Content analysis was used to identify common themes. **Objective 3:** To learn how religious and spiritual practices can promote more positive family relationships and overall satisfaction across generations. **Objective 2:** To give insight to family professionals who work with intergenerational family issues, such as family therapists and family life educators. **Objective 1:** To Learn more about the processes through which families transmit religious practices and beliefs across generations.

**Session Number:** 125  
**Session Title:** Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
**The Lofts at Roberts- Graduate Students facilitate programs at downtown Senior Apartment Complex. Kathy Segrist**  
**Abstract Body:** Graduate assistants and students now have the opportunity to spend their time developing, providing and assessing delivery of programming at a new senior housing complex in downtown Muncie, Indiana. The project evolved from connections made with a senior housing developer a few years ago who wanted to rehab an old hotel and to make it a premier site for seniors 55 and older to live in the heart of the city. The building is now completed and seniors are moving into the space. Within the next month, gerontology students will be on site in space provided by the developer. This presentation will highlight the process to date, the interactions, the activities provided, program assessment and any changes that have been made to the original plan of action. It is hoped that those working nearby will also take advantage of the programs that occur. **Objective 2:** demonstrate outcome of student interaction with senior residents. **Objective 1:** describe university student placement at new, downtown senior apartment complex

**Session Number:** 125  
**Session Title:** Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
**Including Undergraduate Students in Community Projects That Benefit Older Adults in Urban and Rural Settings. JoAnn M. Burke**  
**Abstract Body:** A research project focused on an urban neighborhood based program provided through the Area Agency on Aging served as the basis for students learning about service provision for older adults in both urban and rural settings. Four avenues were used for experiential learning: (1) field placements and associated independent research studies with social work majors/gerontology minors; (2) site visits to the neighborhood center providing case management and caregiver training to involve students in gerontology courses; (3) inclusion of students in the Social Work with Groups course as co-facilitators of focus groups in a rural Indiana county exploring neighborhood based service strategies for older adults such as those used in the urban project; and (4) student advising that included discussion of this project as an example of the need for leadership in the provision of services for older adults and their families in both urban and rural settings. These strategies were used to help students understand similarities and differences in service provision in urban and rural areas. **Objective 1:** As a result of participating in this resource exchange, participants will be identify aspects of experiential learning in their courses that are applicable to home and community-based services for older adults in both urban and rural settings.

**Session Number:** 125  
**Session Title:** Resource Exchange 1  
Friday, February 27; 3:00 PM-4:30 PM  
**Developing a Competency-Based Social Work Geriatric Program. Thomas W. Starkey**
Abstract Body: The purpose of this proposal is to educate social work programs in developing a program that is geriatric competency-based. As the aging population continues to grow, it is important that as gerontology educators we develop programs to ensure our students are competent to address the aging population. Social workers deal with the elderly in almost every aspect of practice and need to be appropriately trained and educated to interact with competence. As a result, the Council on Social Work Education (CSWE) created a Gero-Ed Center in 2004. The Gero-Ed Center’s mission is to promote gerontological competencies in both the baccalaureate and master’s level of education (CSWE, 2014). One way the Gero-Ed Center ensures gerontological competencies is by creating a geriatric social work competency scale to measure a student’s learning and application of aging competencies. This scale measures both the educational part of a social work program and the field education component. Many programs focus solely on the educational part of a program, but fail to address the field education component. By utilizing this scale a social work program can work to develop a program that is competency-based.

Objective 3: After attending this activity, participants will be able to explain the differences that exist between a geriatric competency-based social work program and one that is not competency-based. Objective 2: After attending this activity, participants will be able to discuss the importance both the education and field experience in a geriatric competency-based social work program. Objective 1: After attending this activity, participants will be able to discuss how to develop a social work program that is geriatric competency-based.

Session Number: 125
Session Title: Resource Exchange 1
Friday, February 27; 3:00 PM-4:30 PM
Rethinking Later-Life Work and Retirement: Developing a Teaching Module Using Anti-Racist Pedagogy. Rona J. Karasik, Kyoko Kishimoto

Abstract Body: Introductory gerontology texts typically describe retirement as: (a) a historically new concept; (b) expected by most people in the U.S.; (c) likely to affect individuals’ relationships, self-perceptions, and statuses; and (d) experienced differently depending on race, ethnicity and gender. While the implications of these differences may be discussed, exploration regarding how racial and ethnic disparities in retirement came to exist, and moreover, why they persist is less likely to be addressed. Previously, the authors suggested that incorporating an anti-racist pedagogical approach into the gerontological curriculum is needed to help students understand the context in which racial/ethnic disparities among older adults evolved and are sustained. Essential to anti-racism is the understanding of power, privilege, knowledge production and social location (Wagner, 2005). Unlike other approaches such as diversity and multiculturalism, which may be apolitical and ahistorical in their discussion of cultures (St. Clair & Kishimoto, 2010), anti-racist pedagogy attempts to teach about race and racism in a way that provides students with the critical and analytical skills to understand the power relations behind racism and how race has been institutionalized in U.S. society to create inequalities. Disparities related to work and retirement were selected for the current teaching module as a place to start applying an anti-racist pedagogical lens because gerontological educators in a recent study identified work and retirement as issues they perceived as being impacted “a great deal” by institutional racism (Karasik & Kishimoto, 2014). These same educators, however, also reported that they rarely, if ever, address the impact of institutional racism and/or its relevance to later life work and retirement in their classes. Barriers identified to doing so included limited familiarity and/or experience using an anti-racist perspective, as well as a lack of available materials/content with which to broach the subject in this way. In this session, we (1) provide an overview of anti-racist pedagogy; and (2) introduce an educational module that analyzes later life work and retirement from an anti-racist perspective. The module uses components of anti-racist pedagogy to help students learn the material in a way that helps them develop critical analytical skills and challenge their social locations, which is important for when these students become practitioners. Specific strategies the authors used and the challenges they encountered incorporating anti-racist pedagogical methods and materials will be presented. Participants will be encouraged to provide feedback and their own experiences incorporating anti-racist pedagogy and/or creating educational modules of this kind. Objective 3: After attending this activity, participants will be able to define/explain/discuss ways in which anti-racist pedagogy can be incorporated into courses on aging. Objective 2: After attending this activity, participants will be able to define/explain/discuss strategies for identifying/developing appropriate anti-racist course materials. Objective 1: After attending this activity, participants will be able to define/explain/discuss challenges of developing a gerontology educational module based on anti-racist pedagogy

Session Number: 125
Session Title: Resource Exchange 1
The Need for More Palliative Care for Incarcerated Men and Women; A Demographic and Ethical Imperative in the United States. Susan J. Bendor

Abstract Body: The U.S. has about 5% of the world’s population and houses about 25% of its prisoners (Logan (2013) Some of the reasons for this high incarceration rate include the “War on Drugs”, tough mandatory sentences, a philosophy of punishment rather than rehabilitation which shapes the current U.S. criminal justice system and the pervasive homelessness of the mentally ill, the poor and those suffering from addictions. Due to the aging of the general population and long prison sentences, the number older inmates in correctional facilities is increasing rapidly, as is their morbidity and mortality. (Linder et al. (2007) (Maschi et al.2013). This paper identifies the challenges and opportunities inherent in addressing end of life issues in prisons and jails. Successful hospice and other palliative care programs for prisoners that have been developed in England and parts of the U.S. are highlighted (Bauersmith (2002), (Turner 2011). The political and cultural reasons why this may be the right time to call for more humane end of life care for the incarcerated in the U.S. are enumerated and documented. Objective 2: Participants will be able to identify the steps they can take as professionals to advocate for more humane end of life care for the incarcerated in the United States. Objective 1: After attending this activity participants will be familiar or will be able to explain the crisis of aging prisoners in the United States.
members’ previous Economics Department. The on-line survey invites feedback from students on their satisfaction with faculty, instruction, course availability and variety, career preparedness, and overall life readiness. Additionally, students are asked about current or planned employment in an aging-related career. Format was varied to include Likert scale responses and open-ended responses in order to enhance data saturation. Initial focus for the on-line exit survey will be on contacting alumni with the assistance of the office of Alumni Affairs. The survey link will also be distributed each semester to graduating seniors. Preliminary data from alumni and Fall 2014 graduating seniors will be presented with particular emphasis on addressing any programmatic areas of improvement and refinement of the assessment instrument. With continued use, the impact of programmatic changes could be measured in satisfaction over time. **Objective 1:** After attending this session participants will be able to describe one method of programatic self-assessment.

**Session Number: 130**  
**Session Title:** Sigma Phi Omega Paper Session  
Friday, February 27; 3:00 PM-4:30 PM  
**Teach Back: How Effective do Patients Perceive this Method of Leaving (Being Discharged) From a Cardiac Care Setting?** Dana B. Bradley, Hannah Ruggles  
**Abstract Body:** Under the Affordable Care Act hospitals have been mandated to reduce readmission rates for Medicare beneficiaries or face monetary penalties if they do not meet the national averages. A review of the literature suggests that the communication between medical care providers and the patient is crucial in creating a positive outcome for the patient. The discharge staff is responsible for providing the patient with information regarding their continued care outside of the hospital setting. A discharge method that facilitates a positive transition out of an acute care facility could contribute to reduced readmission rates. One strategy that had been implemented in several health care systems is known as the “teach-back” method. The discharge manager provides the patient with instructions about the transition between hospital and home / rehabilitation and has the patient repeat the instructions back, in their own words, one or more times. This method is sometimes accompanied by a follow-up phone call to the patient, in which the care instructions could be reemphasized and the patient’s questions could be answered. The PI (a student enrolled in an Honors undergraduate Gerontology program) worked with cardiac care unit staff in a mid-size southern city to assess the effectiveness of the teach-back method in achieving patient understanding of their discharge instructions via an anonymous patient questionnaire. The investigator surveyed 25 patients over the aged of 60 through a questionnaire which was given preceding and succeeding the discharge meeting between the patient and the discharge flow nurse. The data was analyzed in SPSS using the paired-samples t-test to compare the means between the two related groups (before and after the discharge meeting). The results showed that the “Teach Back” method was perceived to be a satisfying way to leave the cardiac care unit. Discussion will focus on how the cardiac unit team can support the patient as s/he leaves the unit. **Objective 2:** Participants will gain an understanding the importance of communication is with the patient during discharge. **Objective 1:** Participants will understand elements which define the "teach back" method;
activities of daily living; new pressure ulcer or ulcer deterioration; compliance/adherence with medication; and decline in
caregiver conditions. There were a total of 1470 long-stay home care clients with therapeutic self-care scale between the
periods of 04/2011 to 09/2012 were collected for the study cohort. Results indicated that the likelihood of unplanned
hospitalizations (OR 0.74, CI 0.56, 0.96) was found to be significant with therapeutic self-care scores. In particular, decline
in activities of daily living (OR 0.58, CI 0.40, 0.84); falls (OR 0.67, CI 0.45, 1.00); unintended weight loss (OR 0.58, CI 0.34,
0.99); and non-compliance with medication (OR 0.45, CI 0.25, 0.78) were associated with low therapeutic self-care scores
when comparing with high self-care group. The study results provided a better understanding of the nature of relationships
between therapeutic self-care ability, and the prevalence and incidence of safety outcomes for the older home care clients.
This study provides implications to home care practitioners about the need to focus on improving client self-care functioning,
as well as providing evidence for policy formulation related to the importance of home care services in supporting chronic
disease management. **Objective 3**: 3. Increase the understanding of the need for health care professionals to shape change in
their practice to advance quality of care for better client outcomes by mitigating older clients’ safety risks and improving
their health safety at home. **Objective 2**: 2. Identify opportunities for health care professionals to increase their focus on
improving client self-care functioning and disease management in their homes. **Objective 1**: 1. Describe the relationship
between client’s therapeutic self-care ability and the occurrence of adverse outcomes experienced by older home care.

**Session Number: 135**
Friday, February 27; 3:00 PM-4:30 PM
**The Many Forms and Facets of Effectual Mentorship. Jennifer Mendez, Judith Howe, Marilyn Gugliucci, Kelly
Fitzgerald**

**Abstract Body:** The symposium will focus on strategies for successful in-person and distance mentoring of faculty
colleagues and students. Often times mentoring may be challenged if there is not an appropriate disciplinary or substantive
match, or if an individual’s content interest is not part of the mentor’s area of expertise. Advances in mentorship tools and
technology have enabled enhanced opportunities for effective mentorship traversing a broad spectrum of knowledge and
disciplines and across the globe. Presentations will include methods for developing and sustaining mutually beneficial and
dynamic mentor-mentee relationships, tips for “staying on track” and overcoming challenges in the relationship. Tips will be
provided on how to agree on short and long term goals, communication modalities, time management, and how to identify,
shape, and maintain a mentoring relationship in a distance learning structure. This session will discuss both the personal and
emotional relationships that may form between the mentee-and mentor. Symposium attendees will have ample time to engage
in discussions and share experiences. **Objective 3:** What to do when a mentoring relationship is not working. **Objective 2:**
How to mentor peers or students in other disciplines. **Objective 1:** How can the mentoring relationship be maintained and
enhanced?

**Session Number: 137**
Friday, February 27; 3:00 PM-4:30 PM
**Looking in the Movie Mirror: What Can Movies Tell Us about 21st Century Attitudes on Aging?. Jim Vandenbosch,
Bradley Fisher**

**Abstract Body:** Over the past few years there has been a large increase in the number of feature films that deal with aging-
related themes. From love and sex, to dealing with dementia, many feature films are now taking a look at the lives of older
adults. Film producers and studios finally seem to be aware of a larger older adult audience occasioned by the baby boomer
demographics. But do these new films do any better job than previous ones in telling the stories of elderhood in all of its
many shades and complexities? Do these films reinforce old stereotypes, or do they provide us with entertainingly true
reflections of life in its later years? As educators, what can we take away from these films? Can they, as a large part of
popular culture, be referenced and/or incorporated into our teaching? Are they a vehicle with which to engage students in
meaningful discussion about issues inherent in aging and elderhood? Do mainstream films have an impact on how we as
individuals and as a society perceive aging and elderhood? Or are they simply a reflection of the culture within which they
exist? What inspires the making of these films? What should we be aware of when we watch them? What could we be asking
our students to be aware of when they watch them? Using clips from several recent films, we will explore these and similar
questions related to seeing 21st Century attitudes about aging through the lens of mainstream movies. **Objective 3:** As a
result of attending this activity, participants will be able to reflect on the potential that certain newer feature films have in
engaging students in meaningful discussion and learning about issues inherent in the experience of aging and elderhood.
**Objective 2:** After attending this activity, participants will be able to identify at least seven new feature films that portray
aspects of aging-related issues. **Objective 1:** After attending this activity, participants will be able to discuss how certain new feature films relate to current societal attitudes about aging and elderhood.

**Session Number: 140**
**Session Title: 45 Minute Workshop 1**
Saturday, February 28; 8:00 AM-9:30 AM

**Competency Based Workforce Training: Using Online Training to Enhance Worker Skills Workshop. Paul Ford, Doreek Charles**

**Abstract Body:** This workshop describes the implementation of an online training and certification program that provided trainees with the skills and competencies necessary to better serve older adults and people with disabilities. The Money Follows the Person (MFP) demonstration program is a federal rebalancing initiative, funded by the Centers of Medicare and Medicaid, seeking to shift long-term care spending from institutional care to home and community-based services (HCBS). The demonstration grant has been awarded to several states including Connecticut. By 2016, Connecticut aims to transition 5,000 residents out of long-term care institutions to community settings. To achieve these results, Connecticut’s Medicaid Department recognized the need to provide transition staff and supervisors with specialized, standardized training programs and create an Aging and Disability Specialist certification. Connecticut’s Medicaid Department and the University of Connecticut’s Center on Aging, reviewed the competencies outlined by the Administration on Aging, Long-Term Services and Supports (LTSS) Workforce Competencies Project, and used them as a guide for selecting courses to train transition staff. In-depth research on available courses and education programs lead to the selection of and partnership with the Center for Aging and Disability Education and Research at Boston University School of Social Work (CADER), a national leader in health and social service training and research. After an extensive course review by key staff in Connecticut, six CADER online courses were selected, an MFP Online Certificate was developed and a statewide Certification exam was created. Staff was given six months to complete the courses and pass the certification exam. The training program was very successful with a 92% completion rate and 42 participants becoming Certified Aging and Disability Specialists. Pre and post-competency assessments showed an increase in scores for all learning competencies and positive evaluation results. During this workshop we will describe the process for developing the curriculum, its online delivery methods and the evaluation of the training results. We will also address: How can academic institutions work with state leaders to address and impact workforce change? What is the contribution of training to the success of this and other MFP programs? What are the facilitators and barriers in implementing a statewide MFP certification program? How this program can be replicated in other states. **Objective 1:** Discuss the development of a skill based online training program in Connecticut to train transition coordinators to work effectively in the Money Follows the Person program.

**Session Number: 140**
**Session Title: 45 Minute Workshop 1**
Saturday, February 28; 8:00 AM-9:30 AM

**The Effects of Service-Learning and Grant Writing on Critical Thinking Among University Students. Cynthia S. Brown, Lori Maxwell**

**Abstract Body:** With recent research finding a disturbing trend that many undergraduates lack complex reasoning skills, it is crucial to seek improvement methods (Arum 2011). The aim of our presentation is to investigate the effects of service-learning and grant writing on critical thinking and real world problem solving skills among undergraduates. Students in two multidisciplinary courses participated in service-learning and grant writing projects with correlated community partnerships. We will present our projects in detail including our preliminary assessment data demonstrating positive relationships between service learning and grant writing and then integrate breakout sessions for participants to develop their own course projects. Students in both sociology and political science classes participated in service learning projects that reflected community partnerships. Students in political science courses assisted in a student-led Take Back the Night march and vigil to raise awareness about violence against women and children. Political science students also mentored middle school students regarding debate skills that they had learned. These middle school students then competed at the university in “The Great Debate” on topics such as cell phones in schools and dress codes. In addition, students in an introductory gerontology course developed grant proposals for service learning projects related to meeting the needs of our aging population. The two best proposals were completed as service-learning projects. More specifically, the students completed community projects such as “Intergenerational Olympics,” “Living Garden,” “Art with Seniors,” and “Senior Talents Show.” We will use breakout
sessions to interactively work with participants to initiate their own service-learning grant proposals and active learning projects at their home institutions. We believe service-learning to be an important pedagogical approach and hope that each participant will walk away from our session with an active plan for developing service-learning projects for their respective courses.

Asia Pacific Journal of Teacher Education.  
Objective 1: Utilizing an operational definition of Service Learning by Furco (2003) we will describe the process of organizing service learning in the classroom while developing community partnerships. We will review the qualitative and quantitative data resulting from the preliminary analysis of the University IDEA evaluations, the California Critical Thinking Skills test and the Critical Thinking Skills Assessment Test (CAT) (Haynes 2007).

Session Number: 145  
Session Title: 45 Minute Workshop 9  
Saturday, February 28; 8:00 AM-9:30 AM  
Grief: Global Perspectives. Sandra C. Jones  
Abstract Body: Grief is felt around the world, but manifestations of grief are affected by culture. Therefore, it is important to seek global perspectives when examining how older persons experience the grieving journey. Some cultures encourage stoicism, quiet unobtrusive bereavement, and even the actual hiding of one’s grief. Other cultures encourage public weeping, outward wailing, and loud verbal and physical expressions of mourning (4). Global perspectives enable us to examine these grief expressions and to look at concepts such as continuing bonds between the griever and the person who died (1, 2).

Grieving people may, without even knowing it, look to their communities for guidance through the web of practices, attitudes, rituals, and customs of mourning. The specific expressions of bereavement depend on culture. Mourners who talk to the one who died and keep the possessions of the deceased are thought to be better adjusted after a year or two if they live in China, but are considered to be less well-adjusted if they live in the United States. Grievers in the United States will likely be encouraged to avoid regular recollections of the one who died, but bereaved persons in China will probably be urged to review special memories (2). Global perspectives are also helpful, because customs tend to persist even across time and in spite of circumstances. For example, elements of traditional West African practices continue to be significant for many African Americans in the United States today. A simple, yet important, illustration is the description of funerals as homegoing celebrations (3). Likewise, Spanish-speaking communities in northern New Mexico often participate in traditional forms of remembrance (recuerdo) which honor the dead, encourage mourners, and remind memorial attendees that life is short, ever-changing, and on loan from God (3). This workshop examines the impact of culture on the grieving process and encourages a greater global perspective of grief. (1) Belsky, Janet. Experiencing the Lifespan. New York: Worth Publishers, 2013.  
Objective 3: After attending this workshop, participants will be able to describe cultural differences affecting the grieving processes of older persons.

Objective 2: After attending this activity, participants will be able to utilize the exchange of ideas among workshop participants to enhance learning experiences related to grief and culture. Workshop participants are, therefore, encouraged to bring multiple copies of at least one related hands-on tool, technique, or resource for sharing with others during this session.

Objective 1: After attending this workshop, participants will be able to discuss how culture impacts grief among global aging populations.
Abstract Body: The GSA/AGHE Research, Education, and Practice Committee (REP) focuses on dissemination of information about linkages among gerontological and geriatric research, education, and practice. REP is the only GSA committee with membership from AGHE in addition to membership from all GSA sections and ESPO (Emerging Scholar and Professional Organization). The committee is spearheading development, dissemination, and support of knowledge about linkages among research, education, and practice through publication of examples of projects with these linkages, presentations at AGHE and GSA Annual Meetings, supporting educational efforts such as AGHE Careers in Aging Week, and endorsement of Annual Meeting sessions consistent with the committee's focus. A signature achievement of REP is publication in 2015 of a special issue of Gerontology and Geriatrics Education with the REP focus. The committee has received strong support for the issue from the editors of G&GE, the journal of the Association for Gerontology in Higher Education. Authors of selected proposal submissions were invited to submit articles, and the special issue articles will be selected from these in a peer review process. Speakers in this workshop session will discuss examples of projects addressed in this issue that integrate gerontological/geriatric research, education, and practice. The articles will offer specific, practical examples of how research methods or data, practice experiences, and educational theory or modalities can be integrated to create a successful educational product. The value of this workshop will be threefold: (a) presentation of processes of successful integration of research, education, and practice within a project (rather than focusing on only one of the three), (b) the presentation of exemplar educational initiatives, and (c) audience discussion about implementation issues involved in integration of research, education, and practice considerations in education. The workshop facilitators, members of REP, will facilitate discussion about successes and challenges experienced by educators, practitioners, and researchers in efforts to create linkages and will encourage participants to share related experiences. The relevance of these linkages to evidence-based practice will be noted. The facilitators intend to help attendees to visualize gerontology/geriatrics as a "three-legged stool" in which research, education, and practice offer collaborative opportunities. It is common for educators, researchers, and practitioners to contribute to imbalance by implementing their primary role with inadequate attention to the other spheres. This workshop will continue efforts of REP to exhibit successful examples of multidisciplinary integration of research, education, and practice in order to support development of linkages. Objective 2: After attending this activity, participants will be able to outline potential integration of a specific activity into their local educational setting. Objective 1: After attending this activity, participants will be able to discuss examples of how research, education, and practice activities can be integrated for development of educational initiatives.

Session Number: 145
Session Title: 45 Minute Workshop 9
Saturday, February 28; 8:00 AM-9:30 AM
Successes in Linking Research, Education, and Practice: Exemplar Initiatives in the "Three-legged Stool". Thomas Teasdale, Patricia Kolb
Abstract Body: Service learning has been clearly demonstrated to provide a depth of learning and understanding not easily acquired through classroom formats. For graduate level community health promotion students, the opportunity to engage in a community based participatory research process provided exceptional insight into community characteristics that are essential to ensuring an environment that promotes healthy aging. This purpose of this presentation is to provide the attendee with insight into the processes, challenges, and benefits (to both student and community) of a service learning project that explored the feasibility of seeking World Health Organization (WHO) Age-Friendly Community status for a mid-size metropolitan area in the mid-south. The poster chronicles the steps of a service learning project that was integrated into a graduate class in Healthy Aging. Project objectives included: Learning how to reach group consensus; Design and implementation of a pilot research project, including completing the IRB approval process; Conducting a community based needs assessment; Collecting and analyzing data; Preparing and delivering reports to community stakeholders; Student debrief and analysis of the service learning experience. Essential steps in the process included: Research and class discussions on WHO Age-Friendly Communities; exploration of the current status of the local city, in regard to the WHO framework for healthy active aging; group agreement on preferred pilot study focus and methodology; identification of WHO
Age-Friendly domain for pilot study; design of the pilot study; data collection and analysis; presentation of findings to the community. This poster will detail the steps utilized in the process, benefits gained by both the students (self-reported) and the community as a result of the service learning project, and a review of challenges experienced along the way. The presentation will also report student perceptions of how their knowledge and attitudes about what it means to be “age-friendly” were impacted by the project, as well as the professional skills they believed to be enhanced by participation in the project. Recommendations will be made for improvement of similar projects in the future. **Objective 3:** As a result of attending this session, participants will be able to note at least two changes in knowledge or attitude experienced by students as a result of participation in the service learning project. **Objective 2:** As a result of attending this session, participants will be able to note two challenges experienced in the implementation of the service learning project. **Objective 1:** As a result of attending this session, participants will be able to discuss the key characteristics of service learning activities.

**Session Number:** 150
**Session Title:** Engaging Students in the Classroom
Saturday, February 28; 8:00 AM-9:30 AM
**Using Photovoice to Engage Students in the Literature Review Process: Making Writing Purposeful. Mary Carter**

**Abstract Body:** Much has been written about the lack of college readiness of U.S. students in general and the poor quality of student writing in particular. Poor writing skills are associated with higher rates of college failure, poorer overall performance, and greater risk of dropping out (Daley, 2010). Moreover, despite the stagnation in writing ability among high school graduates over the past two decades, businesses report writing proficiency among new hires as a top recruitment goal (Arum & Roksa, 2011). However, engaging students in purposeful writing is critical to developing higher-order thinking skills, with research suggesting that at least some of the failure for students to improve critical thinking skills during college is directly reflective of limited demands to engage in analytical writing tasks (Quitadmo et al., 2007). In response, this paper reports on an effort to develop a demanding writing exercise for students of gerontology that promotes critical thinking and writing skills. Because students often report little enjoyment with writing traditional term paper assignments, which in turn, can undermine student investment in the writing process, we draw upon Photovoice as a strategy to build student interest and investment in the writing process. Although participatory photography has been around for decades, formal methods for using photography for grassroots community development and action were developed by Wang and colleagues for a project focused on women in Yunnan, China (1997). Since then, the method—commonly referred to as Photovoice, has been used in a myriad of settings and with a wide variety of community action partners. Despite the many, diverse applications, Photovoice projects generally focus on engaging participants in participatory research that addresses a pressing social issue or problem. For the purposes of this project, students were encouraged to identify one social issue to work on for the duration of the semester. Once approved, the topic formed the basis for a multistep writing process that included a formal literature review, Photovoice essay, and a conference style poster presentation. Students worked both individually and in small groups to complete assignments. In addition to assignment details, an introduction and overview of Photovoice in the classroom paired with traditional literature review exercises will be presented, followed by specific examples for using similar approaches to engaging students in academic writing. **Objective 3:** To provide insight into innovative methodologies for encouraging student engagement in critical thinking and writing. **Objective 2:** To describe an approach to engaging students in the writing process by making the process meaningful while fostering critical thinking skills in gerontology. **Objective 1:** To describe an innovative method for encouraging the development of analytical writing skills while introducing students to participatory research methods.

**Session Number:** 150
**Session Title:** Engaging Students in the Classroom
Saturday, February 28; 8:00 AM-9:30 AM
**Examining the Influence of Service-Learning Activities on Student Knowledge and Perceptions of Alzheimer's Disease. Charlie Stelle, Wendy Watson, Caitlin Merz**

**Abstract Body:** This project examined the efficacy of service-learning as a pedagogy to facilitate instruction of students regarding neurocognitive impairment (i.e. dementia) and working with individuals with dementia. The study examined the experience of 35 students in an applied gerontology course that incorporated service-learning. The purposes of the study were to examine the change in knowledge regarding Alzheimer’s across the semester and to examine the experience of students participating in service learning working with individuals with neurocognitive impairment. Students were required to participate in at least 15 hours of service at their choice of community partners including five local long term care facilities.
with memory care units and/or the Alzheimer’s Association Adult Day Health Center. Students completed a pre and post assessment of their knowledge of Alzheimer’s using the Alzheimer’s Disease Knowledge Scale. In addition, students provided reflections with each visit to a facility with a journal entry and then a culminating summary and analysis of their experience as data used in this study. Lastly, the study inspected the multiple perspectives of such a service-learning project by including an examination of the experiences of community partners as part of a service learning pedagogical approach. Analysis of data includes a comparison of pre and post scores on the Alzheimer’s Disease Knowledge Scale. Qualitative analysis using Atlas.ti was utilized to examine individual journal entries and the overarching student reflection on learning. The reflections of students were examined using a grounded theory approach to develop an understanding of these experiences from the perspective of students. The analysis of the experience of service-learning was assisted by having a student peer facilitator who assisted with the course and then participated as a research partner in the analysis of the student reflections. Lastly, the experience of community partners was sought through individual and joint discussions in order to explore the experience of community partners and what successes, barriers, and areas for improvement can be identified. Results indicate that students’ understanding of the process of the disease, caregiving challenges, communication skills, and appropriate activities was aided by the opportunity to engage in experiential learning with individuals with neurocognitive impairment. The degree of learning and the quality of experience was dependent upon both individual and contextual factors. This study adds to the growing literature on the value of service-learning in gerontology and the importance of examining multiple stakeholders within the evaluation of service-learning. Objective 2: After the presentation, attendees will be able to discuss the importance of building in outcomes and treating service-learning as both an educational and a research endeavor. Objective 1: After the presentation, attendees will be able to explain the strengths and challenges of using service-learning as a mechanism for instruction and community engagement.

Session Number: 150
Session Title: Engaging Students in the Classroom
Saturday, February 28; 8:00 AM-9:30 AM
Teamm Teaching Online: Our Experience with Applied Learning in Transportation and Aging. Helen Kerschner, Nina M. Silverstein
Abstract Body: This workshop introduces attendees to innovative and successful methods for engaging students who take online courses. The faculty partners represent the academic and practice communities. We present two approaches to our subject matter: transportation and aging. 1) An academic graduate elective in a masters for aging service management program, and 2) A certificate course for professionals for continuing education credit. Each course is designed for a full semester. Both courses have the purpose of introducing educators in the field of aging to the needs, challenges, and solutions related to providing transportation for older adults. Using both asynchronous and synchronous learning modules, we introduce the concept and experience of incorporating a progressive paper; experts from the field; relevant scholarly literature, video, adobe powerpoint narrated lectures, tip sheets, and exercises in both the graduate and professional courses. Objective 1: After attending the workshop, participants will learn techniques used in an on-line education course that includes synchronous and asynchronous sessions, progressive papers, experts from the US or other countries who answer questions posed by students, and develop tip sheets and exercises relevant to the educational topic.

Session Number: 155
Saturday, February 28; 8:00 AM-9:30 AM
Teaching Taboo Topics: Frail Elderly, Changing How We Construct the Face of Aging. Pamela P. Brown, Adrienne L. Cohen, Colleen R. Bennett, Hallie E. Baker
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.” As gerontologists, we struggle to overcome ageism and provide a realistic picture of the life of older adults for our students. Sometimes this desire to paint a realistic picture causes us to move too far away from the part of the older adult population who are physically and/or cognitively challenged. This symposium assists gerontologist to paint a realistic picture of late life while teaching our students how to understand and support the most challenged of the older adult population. The first presentation discusses positive aging “dirty words.” As gerontologists, our attempt to highlight positive aspects of the biopsychosocial aging process may do a disservice to our students. This presentation will present a review of language used in the current literature to describe frailty and “at risk” older adults, including a comparison to “positive aging” literature.
This presentation will conclude with a discussion of innovative ways we can shape a realistic and constructive dialogue of frailty in older adulthood with our students. The second presentation discusses shifts in students’ attitudes towards elders through service learning. While a small percentage of older adults are frail, often service learning experiences involve interaction with this small subset of the older adult population. Two groups of students in the same aging related courses, those doing service learning activities with well elders and those doing service learning with frail elders, were given a pre/post questionnaire to assess changes in their attitudes toward older adults. Results indicate there are differences in the shifts in attitude depending on the type of elders student engaged with in their experience. The third presentation discusses teaching about frail elderly through the analysis of a novel which chronicles a frail elderly woman’s life. Discussions include her interactions with nursing staff, social workers, physicians, and her family. A discussion on how her prior life influenced her aging is also included. Student objectives, assessments, and worksheets designed for the project will also be shared during the presentation. The final presentation focuses on how to conduct research on frail elderly. A former chair of a University Institutional Review Board discusses how others’ views of frail elderly can influence IRB decisions and how to ensure success with your proposal. **Objective 3:** After attending this activity, participants will be able to incorporate information within an IRB in order to research frail older adults. **Objective 2:** After attending this activity, participants will be able to integrate service learning and innovative teaching methods of frailty in older adults. **Objective 1:** After attending this activity, participants will be able to discuss innovative ways to shape realistic and constructive dialogue of frailty in older adults.

**Session Number: 160**
Saturday, February 28; 8:00 AM-9:30 AM

**What Do You Want To Be When You Grow Up?**. *Lisa L. Connolly, Dr. Jackie L. Hess*

**Abstract Body:** What do you want to be when you grow up? As children we were asked this question numerous times with a goal of learning what profession the child might espouse or what dreams are significant. Researchers like Abigail Stewart (1996) suggested that at midlife we have a midlife correction (not crisis). But at some advanced age the question stops being asked. This suggests that what we know about one’s sense of identity might be hampered by the questions we ask. Model’s (1994, 1999, 2001, 2004) life-story suggested that identity is based on the plans and goals and is in a constant state of revision throughout adulthood. So why then do we stop asking this question? Whitbourne’s (1987, 1996) identity theory suggested a construct model where identity is a continuing feedback between experience and identity. Whitbourne’s work does not support a stage theory or an age theory, but rather a life adjustment. More recently, Sneed and Whitbourne (2003) reported identify assimilation and accommodation change with age. Currently research into identity of older age is based on personal narratives but Pasupathi (2001) found that depending on the audience of the life story, people’s reflections fluctuate. McAdams (2004) distinguished between two types of life story themes based on the individual being from an individualistic or collectivist cultures. Given the focus on aging around the world, it seems vital to inform and educate students and participants about how culture may impact not only life stories but self-identity. Can we enhance our research methods? Can we teach our students studying aging issues to ask the questions in a way that does not alter a person’s self-report? Can we listen to aging adults and really learn what they want to be when they grow up? **Objective 3:** After attending this activity, participants will be able to: Explore methods of teaching our students and researchers to be careful listeners. **Objective 2:** After attending this activity, participations will be able to: Draw conclusions about the efficacy of research based on life narratives. **Objective 1:** After attending this activity, participations will be able to: Review current models/theories of identify formation in aging adults.

**Session Number: 165**
Saturday, February 28; 8:00 AM-9:30 AM

**What Google and Your AGHE Colleagues Have in Common: Acumen in Global Business.** *Dana B. Bradley, Janice I. Wassel, Harvey Sterns*

**Abstract Body:** In 2013 Google announced that it was directing some of its creative energies to the field of global aging. While AGHE member institutions know that global aging is important, Google’s foray into this area supports the growing awareness that the world’s aging represents a significant trend in business opportunities. One consequence is the emerging opportunity for governments, businesses, healthcare systems and investors to address quality of life in the presence of increasing life expectancy. The demographic implications of this reality are only beginning to be felt in both developed and emerging economies, as countries work to create culturally acceptable healthcare systems and long-term care options specific to the needs of their aging populations. A second consequence of Google’s announcement is increased recognition by faculty...
to the necessity to educate U.S. students on the effect of other countries’ Baby Boomers, global aging, and global markets without international travel. This symposium presents four perspectives on the integration of culturally-specific business policies/practices into gerontology courses. The first example draws from a three-week immersion program for U.S. students with several Chinese senior housing and long-term care companies. Students divide their time among companies using different business models to develop an understanding of strengths and weaknesses in both U.S. and Chinese approaches. Retirement planning in the global society provides students the opportunity to present “fictional” Baby Boomer clients’ proposals for retirement destinations. Student teams are provided countries and basic client information on tastes and resources. Students use country-specific economic, social, and health information to prepare recommendations. The third presentation will focus on the adoption of an Alzheimer’s therapeutic program developed in the U.S. for Australian long-term care staff, as well as adoption in other countries. The fourth presentation draws attention to inherent tensions at the intersection of business and aging, proposing ways to engage students in understanding and resolving these tensions. Attendees will leave with new strategies for incorporating business and aging pedagogy into their courses. No passport required. 

Objective 1: Participants will be provided innovative techniques and methods in teaching international issues on aging and business for students who may lack international experiences but need global backgrounds to be competitive in an increasingly global economy.

Session Number: 170
Session Title: Poster Session 3
Saturday, February 28, 2015; 9:00 AM-12:00 PM

Walking the Line: Use of an Evidence-based Walkability Study to Teach Healthy Aging. William Cabin

Objective 1: Learn evidence-based tools for doing walkability studies. Abstract Body: There is significant literature on the positive relationship between physical activity and healthy aging and walkability of neighborhoods, physical activity and healthy aging (Bherer, 2013; Conn, 2002, 2011; Harner, 2013; Kassovou, 2013). The presentation presents the results of an evaluation of how the literature was taught in conjunction with a hands-on walkability study using evidence-based measures to an undergraduate Healthy Aging course over three years. The evaluation includes an explanation of the walkability study; a review of the two evidence-based measures used in the assignment; samples of completed student assignments; and the results of a survey of students on the effectiveness of the assignment. Implications for teaching and practice will be discussed. Objective 2: Understand the relationship between the walkability concept and healthy aging.

Session Number: 170
Session Title: Poster Session 3
Saturday, February 28; 9:00 AM-12:00 PM

A Hair’s Breadth Difference Between Aging Males’ and Females’ Body Identity. Kylie Chebahtah, Carol A. Gosselink, Ashley Taeckens, Matt Turner, Ryan Ludke

Abstract Body: Few studies have been conducted examining how men view themselves as they experience aging. Women’s body image has been extensively examined, but relatively little research has been published on how women’s view of their hair changes with age. In a novel fusion of two independently conducted studies, results from males’ retrospectives on how they looked in their 20s in comparison to how they look now are compared with women’s narratives regarding how they recall their hair looking in their youth, middle years, and at present. In an unanticipated finding, many of the aging men who were expected to demonstrate self-confidence by expressing pride in their current appearance seemed to regret that they no longer looked as they did at age 21. Illustrative of this, 55-year-old “Dave” recalled being “I brush it. I shampoo it every three days. I put some mousse on it, let it air dry, then I brush it and pick it out to make it lay down. Maybe takes 15 minutes on average….I think I’m very fortunate to have nice hair.” The students and professor who collected data will discuss the analysis of the findings and suggest that in an era where Western elders constantly are bombarded about the importance of looking young and attractive, men may be experiencing body image problems just as women have for decades. The difference is that when women reach later life, many of them feel released from performing extensive beauty rituals. Implications of how our ageist media-saturated culture affects men and women from middle age to later life will be discussed. Objective 2: Implications of how elders’ body image will be affected in an ageist, youth-venerating society will be discussed. Objective 1: Audience members will listen to results from two different studies investigating older men’s and women’s self-assessments of their physical appearances.
Session Number: 170
Session Title: Poster Session 3
Saturday, February 28; 9:00 AM-12:00 PM

The Path Less Traveled: Gerontology Students Finding Their Voices. Gabrielle S. Buma, Stephanie M. Barkl, Callie E. Noble, Raina L. Benford, Isabel M. Plater-Pollock, Kathleen Y. Fanelli, Christina L. Smith, Susan G. Harris

Abstract Body: As future Gerontologists we have faced a variety of challenges and barriers while navigating our way through a gerontology program and finding like-minded students. Undergraduate education in Gerontology is the stepping stone for further career interests as well as to acceptance into graduate programs focused on gerontological studies. Therefore, it is critical that a variety of aging related courses and focuses are available and that students can develop a sense of belonging. Although we have been successful in finding the basics required for a minor or certificate in gerontology there remain few electives and opportunities to directly approach our academic goals and future careers. In a youth focused world we found it difficult to simply share our passion for learning about aging with our peers let alone articulating our frustration at the lack of course options to faculty or administrators. Why doesn’t everyone realize that aging matters? Are we alone on this path less traveled? How do we connect to others who share our passions and vision of gerontology? We will give voice to our experiences and share our various perspectives from both a disciplinary and personal framework. Further, we will discuss some of our strategies, some successful and some not so successful, that we learned while journeying on the path less traveled.

Objective 3: Discuss various possibilities in overcoming the challenges facing undergraduate students in finding their way into the global arena of age related career opportunities.

Objective 2: Learn at least four differing perspectives that undergraduate gerontology students want faculty members and administrators to understand regarding the importance of gerontological education.

Objective 1: Discuss four key challenges experienced by undergraduate gerontology students, in multiple disciplines, in finding their way through curriculum based largely on a youth focused world.
**Bridging the Gap Between Graduate Student Engagement and Gerontological Subject Matter.** Dawn M. Harris, Emily Brady, Amy Nielsen, Nathan Weigl, Zebbedia Gibb, Theresa B. Skaar, Peter S. Reed  

**Abstract Body:** Graduate students who were involved in gerontology at the undergraduate level perceived a gap between graduate student engagement and gerontological subject matter. For this reason a student club, Graduate Students for Gerontology, was founded at the University of Nevada, Reno. Graduate Students for Gerontology strive to use an interdisciplinary approach to aging by bringing together fields such as education, policy, psychology, public health, social work and others. The club mission is to engage in dialogue about the aging experience, theory, practice and pedagogy in order to raise awareness and increase involvement in aging-related activities through service, advocacy, research, and special events. The club will collaborate with the undergraduate gerontology student club in several key activities in order to expand knowledge and participation across campus and the community. The anticipated result is an increase in graduate student engagement in gerontology in the areas of research, policy, community service, and possible careers. This presentation will focus: 1) identifying the relevance of the graduate student club on university campuses; 2) considering the potential impact on the community; 3) describing the action steps taken to develop and facilitate the club; and 4) showcasing a blueprint for other students to use in implementing a graduate club on their campus. **Objective 1:** After attending this activity, participants will be able to identity the steps taken to develop and facilitate a graduate student club as well as the relevance for a graduate student club on campus and in the community-at-large.

**Effects of Leisure Activities on Memory Beliefs: A Quantitative Cross-Sectional Design with an Adult Lifespan Sample.** Stephanie Hicks, Daniela S. Jopp, Christopher Hertzog  

**Abstract Body:** Do our hobbies influence our aging? Research shows that both memory beliefs and some leisure activity engagement each relate to memory ability. The question arises then whether activity engagement influences these beliefs, and if so, whether differences in this relationship arise among adults of different age groups. The goal of the current study was to examine relationships between leisure activities and beliefs about memory self-efficacy (MSE), memory change, and memory control for adults across the lifespan. The present study used data on personal memory beliefs and leisure activity engagement from 261 adults aged 19-85. Regression analyses were conducted to determine whether age moderated any relationships between leisure activity engagement and memory beliefs. Regression analyses were then conducted to examine which leisure activities predicted memory beliefs among young (19-30 years), middle-aged (31-60 years), and older (61-85 years) adults for the age-modulated relationships. Results revealed that more engagement in technology-related activities predicted lower MSE as well as more negative perceptions of future memory change for younger adults. For older adults, more public social activity engagement predicted more positive perceptions of future memory change, and more positive perceived memory change from the past. Further analyses examining these relationships among older adults versus young and middle-aged adults together revealed additional predictive relationships between leisure activities and memory beliefs that were unique to older adults. In sum, findings reveal differential relationships between leisure activities and personal memory beliefs at different ages. **Objective 1:** Following this presentation, audience members will be able to discuss the predictive nature of engagement in leisure activities on different memory beliefs.

**Using Early Stage Health Care Start Ups As Research Opportunities To Engage Students And Expose Them To Not Only New Health Care Interventions, But Entrepreneurial Opportunities As Well.** John J. Whitman  

**Abstract Body:** This Paper Session is designed to provide participants with an effective model to take back to their students and offering them an opportunity to go beyond traditional class room learning and involve their students in a real life, early start up company trying to solve a specific problem in senior health care delivery. Specifically, students are retained (no compensation paid) to help evaluate a specific aspect of a new program, service or device to help seniors. In this particular
Lessons Learned from Implementing a Chronic Disease Self-Patient Management Program with Rural-dwelling Elders, Karen Kopera-Frye, Ronald A. Harris

**Abstract Body:** Your Life! Your Health! (YLYH) was a Chronic Disease Self-Management Program (CDSMP) which was funded by the U.S. Administration on Aging (AoA). The YLYH program was provided to more than 500 older and disabled adults through Louisiana’s aging network. More than 75% of the participants completed the program. Most participants had two or more chronic conditions. In workshops, participants sought support, found practical ways to deal with the pain and fatigue, discovered better nutrition and exercise choices, and learned of new treatment choices and learn better ways to talk with healthcare providers and family members about health. The workshops met for 2 ½ hours each week at the same time and location for 6 consecutive weeks. Each session provided new topics and practices for setting personal health goals. The workshops were facilitated by two volunteer lay leaders, who either had a chronic condition themselves or had previously cared for someone with a chronic condition. The workshops were meant to complement, rather than replace other wellness programs such as disease specific education, nutrition, and exercise classes. There were 51 participants under age 60 and 461 participants aged 60 and over, which was the target population for the program. The average age of participants was 71.28 years, with a minimum age of 25 and maximum age of 99. Most of the participants were female (82%). Most of the participants were Caucasian (59%); 36% were African American. Average education level for the group was 12 years. The group means were compared at baseline (pretest) and through post-, 3-, and 6-month post-test telephone surveys. Results indicated that the outcomes were in the hypothesized directions with better self-reported health, reported increased energy, decrease in health distress, increased patient communication with physicians, decreased hospitalizations, physician visits, and emergency room visits from pretest to posttest. The Exercise Behaviors scale measures how frequently, within the past week, the respondents engages in six types of exercise. The difference in means, from pretest to posttest was statistically significant for walking, swimming or aquatic exercise, other aerobic exercise equipment, and other aerobic exercise. Overall, the Program was very effective in helping older adults in rural areas improve their health. Significant barriers are evident in geographically isolated areas such as the area in this Project, along the Mississippi Delta. The Program had to be adapted to fit some of the needs of these economically disadvantaged, rural-dwelling elders. **Objective 2:** Explore ways in which the
Abstract Body: One of the most underserved populations in the United States consists of people who are nearing the end of life. The majority of these individuals are older adults, another underserved population. Workshop attendees will learn about, and discuss some of the physical, psychosocial, and spiritual issues and challenges of those who are nearing the end of life. Physical challenges include, for example, those caused by patients’ life-limiting illnesses, additional diseases and age-related changes, treatments, drugs, and the interactions of all of these factors. Psychosocial challenges include, e.g., loss of independence, control, and sense of security, reduced self-esteem, concern about the welfare of loved ones they will leave behind, fear, anger, anxiety, depression, and their interactions. Spiritual issues include, but are not limited to religious concerns. They also include whether patients feel they made a difference in this world, left a legacy, lead good lives. Additionally, they may have concerns, e.g., about transcendence, wonder if there is anything beyond death, or may anticipate reunions with departed loved ones. Workshop participants will learn and share ideas about how to address some of these physical, psychosocial and spiritual issues and challenges, either directly, or by providing support and resources for their loved ones. Much of the care required by people who are dying is provided at home by informal caregivers such as spouses, other family members, and friends. Attendees will learn and share ideas about the issues and challenges of caregivers. Many of them overlap with those relevant to patients. However, there are additional issues such as guilt, exhaustion, burnout, loss of social support, giving up jobs, or working part-time, both of which affect income, benefits, and seniority. The current workshop is based upon a multidisciplinary program developed by a former not-for-profit organization, The Community Alliance for Compassionate Care at the End of Life, Springfield, Missouri. The Alliance’s program depended upon a team of volunteer professionals from a variety of disciplines who each presented different aspects of end of life care. Workshop attendees will learn, and share ideas about how to develop similar programs in their own communities. Workshop objectives will be met through lecture, audience participation, group breakouts, and handouts. 

Objective 1: Upon completion of the workshop, attendees will know how to address some of the physical, psychosocial, and spiritual issues and challenges of people who are nearing the end of life and their caregivers. 

Objective 2: Upon completion of the workshop, attendees will know the basics of how to build a multidisciplinary team to provide workshops on these issues and challenges in their own communities. 

Objective 3: Upon completion of the workshop, attendees will know how to address some of the physical, psychosocial, and spiritual issues and challenges of people who are nearing the end of life and their caregivers. 

Session Number: 170 
Session Title: Poster Session 3 
Saturday, February 28; 9:00 AM-12:00 PM 
Livable Aging: A Global Requirement for Long-Term Care Demanded by Baby-Boomers. Anna C. Faul 

Abstract Body: Current levels of long-term care for older adults do not assure quality of life. Moving from some type of independent living to a long-term care nursing facility is a journey that is dreaded by many, irrespective of the cultural and economic context within which they live. In a recent study of 564 baby-boomers in the United States, none wanted to end up in a nursing home (Roberts, 2007). Another study of baby-boomers in the United States completed by the presenters provided clear ideas from this group as to how they perceive the current paradigm of long-term care should change. In a study conducted in South Africa as a developing country, the presenters found that although the caregiving role of extended family is more prominent in this society, specifically within the rural African culture, baby boomers are having similar ideas than baby boomers in a developed country like the United States as to how long-term care should change. Livable aging should include four basic requirements, namely, a livable environment (shelter, safety, food, basic care), life-ability of the person (physical and mental health of older adults and health care workers), utility of life (perceived value of life for older adults and health care workers by those who create health environments), and appreciation of life (subjective evaluation of life satisfaction by older adults and health care workers) (Adapted from Veenhoven, 2000). Making the shift to a new paradigm of long-term care requires a vision focused on compassion and love of one another, not the profit motive generally used to create healthcare systems. In this presentation participants will be challenged to envision alternative ways in which livable
aging communities can be created in a developed American society as well as in a developing South African society. Examples of livable environments from both societies will be presented where life-ability of the person is central and where the utility of older adult life is prominent together with data on what older adults need to appreciate their life as they age. These examples will challenge the stereotypes of aging and guide us to develop systems that value the status and prestige older adults bring to society. **Objective 1:** Critically reflect on the differences and similarities between current paradigm of long-term care in the United States and South Africa. **Objective 2:** Understand a theory of livability for long-term care. **Objective 3:** Develop an understanding of different ways in which healthcare communities can develop long-term care systems for older adults in the United States and South Africa.

**Session Number:** 170  
**Session Title:** Poster Session 3  
**Saturday, February 28; 9:00 AM-12:00 PM**  

**Boomer’s involvement in Peer Support Counselling: Giving support in order to receive it.** Deborah O’Connor, Heather Whiteford, Elizabeth Kelson  
**Abstract Body:** The baby-boomer generation has now crossed the threshold of “seniordom”. There is clear expectation that their needs and responses to age and the aging process will undoubtedly differ from previous cohorts, but how this will translate is less well understood. The focus of this qualitative study was on better understanding and developing responsive supports to their unique issues and needs. A three tier emotional-health response program offered in a community-based senior’s Centre was examined to identify what issues were emerging for boomers, how these compared to previous cohorts, and to identify how existing supports were or were not responding to these needs. This paper will focus on findings related to one of the tiers – the peer support program. Findings were generated through personal and telephone interviews with fourteen purposely selected clients of the program, individual and group discussions with seventeen peer support workers, and analysis of textual documents including a demographic survey of all clients who attended the program and historical documentation regarding the peer support counsellors. Findings reveal three important themes. First, boomer needs can be collapsed into two large categories: adjustment issues related to changing physical and medical needs; and relational issues related to familial and social networks. While at a broad sweep these look similar to other cohorts of aging, they presented as substantively differ in this generation reflecting both societal trends related to increasingly active seniors and changing demographics around ‘grey divorce’ and technology. Second, the importance of volunteering for the peer support program – as opposed to being a client of it- was identified as an important means for insuring support and meeting the needs of this population in a way that was more socially sanctioned and easier to access. Third, seniors were reluctant to access peer support counselling as clients, because of concerns around perceived loss of confidentiality and privacy. Combined, these three issues highlight both the importance, and the limitations, of developing peer support counselling programs within this boomer cohort. **Objective 1:** Recognize boomer-aged seniors as a distinct group with diverse needs for emotional support.

**Session Number:** 170  
**Session Title:** Poster Session 3  
**Saturday, February 28; 9:00 AM-12:00 PM**  

**Applying Instructional Pedagogy for Tailoring a Geriatric Practice Educational Program to Working Healthcare Professionals.** Christy S. Carter, Lauren B. Solberg, Laurence M. Solberg  
**Abstract Body:** The UF Department of Aging and Geriatric Research has established distance education graduate certificate and master’s level programs. The overarching goal is to provide students, across the globe, with advanced training in aging from a comprehensive perspective so that they may become proficient in providing specialized, quality care to older populations. Our development team employed a multi-theoretical pedagogical approach in building these programs based, in part, on a learner assessment conducted in conjunction with the UF Distance and Continuing Education Department that identified working healthcare professionals as our target learner population. We designed four core courses, each representing a particular geriatric perspective: 1) Clinical; 2) Research; 3) Social/ethics; 4) Theoretical. Given that the practice of geriatrics is interprofessional in nature, each individual, regardless of their area of expertise, should have a basic understanding of these perspectives. Thus, our design reflects a pedagogical approach to optimize instruction based on our identified learner characteristics. The development team worked closely with an instructional designer to construct these courses based on two educational theories of instruction that reflect the adult learner (andragogy) and an online-distance
delivery environment (transactional distance theory). Andragogy refers to the fact that adults approach education by viewing themselves as self-directed individuals. Motivation is high in these learners, insofar as they have extensive life and work experience in their respective professions and realize the need to develop a perspective in geriatrics. Reinforcing the interprofessional approach, students develop a community of inquiry whereby they enter into shared discourse as novices and, supported by an instructor, progressively take charge of their own learning that they apply to their own practice. Transactional distance theory focuses on dialogue, structure and autonomy to bridge “cognitive space” between instructors and learners in distance education settings. Our target learners have a need to access education through distance learning given their high job demands. Autonomy is a key feature of the experience, as the learner will engage in this program based on the principles of andragogy described above. Distance education tools and methodologies are discussed in the context of providing proper structure/dialogue for this learning experience in aging. Focus on pedagogy is critical for buy-in of our target learner to reap the benefits of instruction and to ultimately fulfill the demand for training professionals to service the healthcare needs of our ever-growing older adult population. **Objective 1:** Describe a multi-theoretical pedagogical approach to building geriatric-based educational programs tailored to the characteristics of an identified learner population.

**Session Number: 170**
**Session Title: Poster Session 3**
Saturday, February 28; 9:00 AM-12:00 PM

**Gerontology Internship Programs that Last and Lead. Brianne M. Stanback, Cathy McEvoy**

**Abstract Body:** Internships are an important element of experiential educational to help students increase their career readiness and employment prospects (Moursheed, Farrell, and Barton, 2012). Undergraduate students who complete an internship prior to graduation and eventual employment have been shown to earn 15% more than those who did not (Stone, Van Horn, and Zukin, 2012), and another study of trends in hiring and employment showed that on average companies expected 35% of total new hires for 2010-2011 to be former interns with the organization (Gardner, 2011). Universities are responding to this employment information by encouraging internships and other experiential education, and Gerontology internship programs have special needs and issues to address, whether they are part of clinical training in the process for obtaining a licensure or linked to other academic programs. Over the last few years, through experience with internships in Gerontology at the undergraduate and graduate levels and with undergraduate students in the Long Term Care Administration program in the School of Aging Studies at the University of South Florida, four critical areas have emerged for existing programs and departments interested in developing internships: safety/risk management, efficiency, education, and strategic planning. This presentation will overview each of the areas, emphasizing the protection of students particularly in relationship to new case law regarding interns and internship programs throughout the United States as well as liability insurance, development of affiliation agreements, other key documents, and background screens; development of sound curriculum including assignments, course objectives and learning outcomes, and developing meaningful internships at the graduate level; and innovative delivery such as the potential development of cross-disciplinary team internships, challenge based internships, multi-semester internships experiences, strengths-based programs, and international internships. At the conclusion, attendees will know the key issues in risk management, program administration, and curriculum, leaving with universally applicable strategies and materials to make their internships programs a successful part of their total offerings in experiential education for students interested in aging/ gerontology at multiple levels. **Objective 1:** At the conclusion, attendees will know the key issues in risk management, program administration, and curriculum, leaving with universally applicable strategies and materials to make their internships programs a successful part of their total offerings in experiential education for students interested in aging/ gerontology at multiple levels.

**Session Number: 170**
**Session Title: Poster Session 3**
Saturday, February 28; 9:00 AM-12:00 PM

**Teaching Gerontology - a Joint Mission between Asia and Europe. Karin Mattsson, Sirpa Rosendahl**

**Abstract Body:** Internationalization in the area of health and welfare in higher education provides good opportunities to confront and deal with many of the challenges an aging population implies. It also brings an opportunity to spread ideas and awareness of different ways of addressing the needs of a changing demography around the world. The Double Degree Bilingual Nursing Program (DDBNP) is a collaboration between Thailand and Sweden, where the students from a Bangkok University study their fourth and final year of the program at Mälardalen University, Sweden. The program includes one
course in gerontology and the fundamentals of nursing older adults. While in Sweden the students also study caring from a cultural perspective, methods and theories in caring science and write their bachelor thesis before returning to Bangkok for their graduation. Although, these nursing students are the policy makers, practitioners and scholars of tomorrow, in positions that enables them to implement gerontology within the nursing programs, more education in gerontology is needed. The aging population in Thailand is growing rapidly and education in aging and age-related processes needs to be implemented on all of the nursing educational levels. Our vision is to see a continuation and accelerated development of gerontological proficiency by taking education on gerontology a step further in order to expand the target group to include lecturers in nursing using a concept that builds on the idea of multiplication. After attending this activity, participants will be able to expand discussion about cross cultural education in gerontology. Objective 1: The main objective of this paper is to discuss how courses in gerontology can be multiplied, spread and shared through co-production in a joint mission between Asia and Europe. At this stage the concept of multiplication involves lecturers in nursing. Challenges in international collaboration within higher education will be highlighted, as well as how course content can be made culturally relevant and the exchange of diverse pedagogical ideas.

Session Number: 170
Session Title: Poster Session 3
Saturday, February 28; 9:00 AM-12:00 PM
“I am experiencing the effects of aging”. Young students experience decreased mobility, hearing and vision loss and simulate dementia: the Dutch experience. Geraldine Visser
Abstract Body: The Bachelor Degree Program ‘Applied Gerontology’ (4 yrs) in the Netherlands organizes ‘Experience Aging’-days as part of their experiential educational program. For many young students it is difficult to empathize with getting older and the associated functional and cognitive decline. One of the best ways to let them feel and remember what aging means, is to simulate this with the ‘age-simulation-suit’. Just by reading about aging problems, they remember only 10%; by seeing the effects of aging they remember 30%. But, when they experience the effects of aging themselves they remember 90% of the information. Therefore, we organize in different periods of our curriculum the ‘Experience Aging’-moments. By this, we also hope to stimulate students to innovate services and products in a more effective and consumer/client centered way. How does it work? In their first year students are actively involved in the organization of the ‘Experience Aging’-day. They prepare short presentations about decreased mobility, hearing and vision loss and dementia. The other students listen to these presentations with ear plugs in their ears to experience hearing loss. After that, they perform assignments in small groups: preparing lunch for the whole group in the ‘Age-simulation-suit’, discover the accessibility of the university in wheelchairs, with rollators and with vision loss (special glasses which simulate different eye diseases) and exercises to simulate dementia (this last part is a result of last year’s AGHE in Denver (2014) where we met the 24*7 Dementia Toolkit from The Oklahoma Geriatric Education Center). At the end of the day we evaluate the experience of students together with older people and a young blind student. This is proven to be highly appreciated by all participants. What are the results? “Wow, it is quite difficult to make a sandwich when you are blind”. “I always stimulate my grandmother to exercise more, but now I realize how much energy it costs her when you suffer from mobility loss”. “I am so glad, that I can take off the ear plugs. It is hard to listen to others when you have hearing problems”. We think these ‘Experience Aging’-days are contributing effectively to the development of high quality gerontological professionals. We would like to share ideas with you. Objective 1: After attending this poster presentation, participants will be able to define the benefits of this type of experiential education.

Session Number: 170
Session Title: Poster Session 3
Saturday, February 28; 9:00 AM-12:00 PM
Translating Research into Education to Create Distance Learning Programs: A Novel Approach to Teaching Aging and Geriatric Care to Health Care Professionals. Lauren B. Solberg, Christy S. Carter, Laurence M. Solberg
Abstract Body: The University of Florida has recently approved two new graduate-level distance education programs in “Aging and Geriatric Practice” (one Master’s and one Certificate program) to be offered by the Department of Aging and Geriatric Research in the College of Medicine. Recent significant advances in technology allow for the delivery of education in a variety of ways. Thus, the team of faculty and staff that took charge of developing the programs worked closely with the other Department faculty to create a unique and comprehensive curriculum that incorporates this technology in a way that would appeal to the target audience of learners – working health care professionals. Ultimately, the curriculum in each
program represents a translation of the Department faculty’s knowledge of and research in the basic sciences, clinical research, and clinical practice with the goal of creating robust educational programs. Students will learn about the science behind geriatric care in a way that will allow them to eventually apply the knowledge they gain in these programs in their respective fields and practices. Along the way, the program development team learned some valuable, globally applicable lessons about creating these educational products. Some of these lessons apply more in the context of distance education, others apply regardless of the mode of delivery of the education. The program development team will take all of these lessons into consideration as the programs are implemented. Lessons learned include the importance of a strong program development team, a marketing plan, an understanding of the institutional approval process, realistic timelines, and faculty buy-in and support. An understanding of the process of translating faculty research into the educational product and the lessons learned along the way will provide a guide for others to create and implement similar programs. **Objective 2:** After participating in this activity, attendees will be able to discuss the important issues to consider when creating and implementing graduate-level distance education programs in aging-related fields. **Objective 1:** After participating in this activity, attendees will be able to understand how faculty research in aging-related fields can be translated into course curricula to develop graduate-level distance education programs.

**Session Number: 170**

**Session Title: Poster Session 3**

Saturday, February 28; 9:00 AM-12:00 PM

**Attitudes About The Elderly Patients of Emergency Medicine Residents in Two General Hospitals at Mexico City.**

**Maria D. García Peña, Mario U. Pérez Zepeda, Leslie V. Robles Jiménez**

**Abstract Body:** BACKGROUND: There are a number of strategies that can be used for elderly in acute care settings, such as the Emergency Department. We developed a training module for Emergency Medicine Residents in order to increase their awareness of a better care for elderly and give better skills to be applied in the ER in a daily basis. METHODS: Data are from the study “Elderly patients in the emergency services: Effectiveness of an educational intervention to improve health outcomes”. Attitudes were measured using a 13-item geriatric attitude questionnaire developed and validated by Ruben in a study of primary care residents. Each item was rated on a 5-point Likert scale, ranging from strongly agree (5) to strongly disagree (1). Then, high scores reflected poor attitudes. The training in one group consisted of a brief course of 12 sessions, coordinated by two certificated geriatricians. On the other hand the control group, did not have this training, and were left only with that knowledge acquired during their specialty training. The questionnaire was applied in order to assess in both group attitudes regarding older adults ER care. RESULTS: Out of a total of 22 ER residents, only 20 completed the test (9 from the intervention group and 11 from the control group). Main reasons for not completing the test were: work overload, sickness, vacations. 44% of the respondents were woman in the intervention group and 54% in the control group. The age of the residents ranged from 25 to 29 years. In the intervention group 88% were in their first year of the residence and none in their third year. Moreover, in the control group 64% were in the first year, 27% in the second and only one resident that represent 9% answered the questionnaire. The mean total score of the intervention group on the attitudes questionnaire was 28.22 (SD 2.9), and in the control group was 37.45 (SD 4.4). This was a significant result. However, the difference in the before/after result was not. CONCLUSIONS: The group of residents with training had significantly more favorable attitudes scores than residents without training. However these results are limited due to the number of residents trained. In addition, a follow-up of how these attitudes evolve could shed more light on how a brief training could impact health care on a daily basis. Notwithstanding, similar efforts such as this could improve care of older adults in settings with scarce specialized resources. **Objective 1:** To compare attitudes about elderly patients in acute care (Emergency Room) between two groups of Emergency Medicine Residents with and without previous training in geriatrics.

**Session Number: 170**

**Session Title: Poster Session 3**

Saturday, February 28; 9:00 AM-12:00 PM

**Beyond Limitations, We Still Play A Part: A Case Study of an Older Adult Theater Troupe.**

**Linda M. Marangia**

**Abstract Body:** Adult Learning Centers offer recreation and leisure programs to serve the interest of aging populations. Despite an interest for participating, an individual’s physical condition can work against involvement. This presentation focuses on a case study of a senior theater troupe working around individual challenges, and incorporating accessible talents and strengths for community showcasing. **Objective 3:** (c) promote new messages about aging and vitality in the midst of physical circumstances. **Objective 2:** (b) provide outreach, enrichment, and inspiration to local audiences. **Objective 1:**
Demonstrate how adult learning centers can provide opportunities for seniors to (a) continue utilizing life-long talents and skill sets through grass roots theater productions.

Session Number: 170
Session Title: Poster Session 3
Saturday, February 28; 9:00 AM-12:00 PM
Student Self-awareness and Competency on the Aging Process. Man Wai A. Lun
Abstract Body: Factors that change student attitudes toward older adults include positive interaction with older adults, and increased academic and professional knowledge. In this poster presentation, there will be an in-depth study of an intervention used in a gerontology class that affected knowledge, self-awareness and attitude. It is argued that using the approach of self-awareness on the aging process among students on teaching topics related to aging. In addition, it was discovered that as students became more aware of their own future aging process, their attitude toward older adults in general became more positive and empathetic. This will lead to knowledge growth and methodological approaches, skills, and techniques that reflect the helping professionals’ understanding of the dynamics of aging, and increase competency. The promotion of specific recommended aging curriculum improvements within academic gerontology programs, as well as innovative approaches and activities, will be discussed. Objective 2: To demonstrate the pedagogical approach in educational gerontology. Objective 1: To understand the impact of self-awareness on increase competency on the aging process.

Session Number: 175
Session Title: 45 Minute Workshop 5
Saturday, February 28; 10:00 AM-11:30 AM
Dementia Literacy: Education and Training Implications for Sustainability of Gerontology Programs. Alida M. Loinaz
Abstract Body: The ‘emerging epidemic’ of dementia necessitates a transformation of home, community, and institutional programs and services, influencing research, education, and practice. As dementia care demand increases, so does policy requiring education and training for people working with people living with dementia (PLWD) to enhance dementia care quality. As important as workforce preparation is, dementia literacy is imperative for ALL people, because quality of life for PLWD extends beyond professional support and includes every person with whom the PLWD interacts. The National Plan to Address Alzheimer’s Disease and Related Dementias was initially drafted in 2012 and has had annual updates. There are state corollaries with similar goals. Plans will be reinforced with funding opportunities to support implementation of the National Plan relating to research, education, and community programs. Gerontology programs may find a new avenue of sustainability by assuming a role in several key aspects of implementation of the National Plan to Address Alzheimer’s Disease and Related Dementias. Implementation strategies are considered “building blocks for transformation.” Goals and supporting strategies will be reviewed, notably education strategies, including Strategy 2A: Building a Workforce with the Skills to Provide High-Quality Care and Strategy 4A: Educate the Public about Alzheimer’s Disease. Existing dementia education options will be reviewed (e.g., National Council of Certified Dementia Practitioners, Alzheimer’s Association, Best Friends Approach). Key components of dementia education and training and available resources will be identified and compared to state and national guidelines. Current gerontology program courses and workshops will be featured. Participants will share resources and approaches to provide quality dementia education. This session continues the dementia literacy discussion begun at AGHE 2014. All are welcome. Objective 3: Discuss resources and approaches to dementia education and training currently used in other gerontology programs. Objective 2: Identify possible existing dementia education program options (e.g., NCCDP). Objective 1: Describe key strategies within the National Plan to Address Alzheimer’s with opportunities for gerontology programs to provide dementia education and training (e.g., 2A and 4A) and their components.

Session Number: 175
Session Title: 45 Minute Workshop 5
Saturday, February 28; 10:00 AM-11:30 AM
The Case For Early Immersion Of Students With Older Adults Living With Cognitive Impairment. Cynthia R. Hancock, Dr. Dena Shenk, Deborah Tillman
Abstract Body: Service-learning is widely integrated into gerontology and geriatrics education. Undergraduate students at the University of North Carolina Charlotte in our introductory aging and the life course class are required to spend ten hours with a conversation partner who is living with some level of cognitive impairment in one of our partnering local assisted living communities. The partnering communities include a faith-based black owned and operated assisted living, a memory
care assisted living, and an assisted living with a memory care unit. Students in this course come from many majors, with disparate levels of interest in gerontology as an area of study, and varying levels of experience with older adults and those living with cognitive impairment. While the class is required for gerontology minors, it serves as an elective for several other areas of study including public health, sociology, and social work and is open to any student on campus. Our research-based service-learning model is unique in that we immerse students into the world of cognitive impairment, and we do so early in their studies of aging. While there are clear reasons that such a model should be reserved for more advanced students, if utilized at all, we have evidence to support the value of our long-established model of early exposure to communicating with people with dementia. This evidence comes from students’ formative and summative reflective writings submitted throughout the semester. This workshop will present findings from the qualitative analysis of the final summative reflective writings from Fall 2011 through Spring 2013 (approximately 250 student essays). Students are prompted with the following statement: “Now that you’ve had this service learning experience, make it a story to tell next semester’s students.” These creative essays provide evidence that many students are drawn to gerontology by their early immersion in this experience with people with dementia. Some students with minimal initial interest are excited by this experience and dedicate themselves to working in the aging field. Of course, some students realize they are not interested in working with older adults or at least not hands-on or with people with dementia. This early immersion has been very effective in attracting many students into the field of gerontology and is an integral part of their educational experience. Objective 1: Participants will understand the value of immersing introductory aging and the life course students into the world of cognitive impairment through a structured service-learning experience.

Session Number: 180
Saturday, February 28; 10:00 AM-11:30 AM
Breaking Gender and Age Norms to Demonstrate the Resolute Nature of Social Control. carol A. Gosselink, Ashley Taeckens, Ryan Ludke, Kylie Chebahtah, Matt Turner

Abstract Body: To impress upon my Aging & Gender class students the pressures exerted by gender norms in our society, I asked them to perform a public act that ran counter to their gender. They were also to speculate how their deviant behavior would be perceived if they were 81 years old. I myself undertook this challenge so I would know firsthand what my students experienced. Ashley performed skillful auto mechanics, Matt played gigolo to a cougar, Ryan waxed his eyebrows at a female salon, Kylie invaded a cigar bar, and I hit on a male 30 years my junior. In this presentation we shall share how our genderbenders were received and our views on the extent to which society still insists that docile bodies (Foucault, 1975) perform obligatory gendered and “age-appropriate” roles. What this assignment imparted to various other students in the class about the fluidity versus permanency of sexist and ageist expectations will be discussed as well. For instance, several suggested that breaking a gender norm in public was to be encouraged to challenge the status quo, e.g., “Dressing differently in public is just one way to show society that women should not have to dress a certain way.” Most confessed how uncomfortable breaking a norm was, clearly demonstrating how deeply ingrained our gender role behaviors have become: “I was so worried the whole time about what everyone around me was thinking.” Perhaps the most adventuresome student had the courage to cut her long hair into a crew cut. She observed that this choice provoked negative responses from onlookers: “While short hair is becoming accepted as within the bounds of femininity, this norm still exists and deviation inspires suspicion and confusion about one’s sexuality and gender identity.” The session will conclude with suggested field experiments teachers and students can undertake to examine social norms surrounding aging and gender roles. Objective 2: At session’s end, engaged audience members will be encouraged to share their real-world assignment experiments to add to the mix of learning tools for gerontology courses. Objective 1: By the end of the session, audience members will have learned the outcome of a field-research project undertaken by students and the professor to publically break gender role and age norms.

Session Number: 185
Session Title: Competency Issues and Program Administration
Saturday, February 28; 10:00 AM-11:30 AM
Bridging the Young-Old Divide of Sexual Privilege. Robin S. Goldberg-Glen, Melanie Davis

Abstract Body: This interactive workshop will explore messages received in Western society around sexuality and aging; identify age-related sexual privilege; and understand the harm it causes. Myths and stereotypes about sexuality will be addressed in the context of how they negatively affect older adult sexuality, intimacy, sexual freedom and health. Participants will learn about the important aspect of sexuality in older adulthood and how to reframe the discourse about older adult
sexuality for students in a positive, life-affirming manner. **Objective 3**: Participants will be able to identify ways to reframe older adult sexuality in a positive perspective. **Objective 2**: Participants will be able to identify age-related sexuality privilege and the harm it creates for older individuals within a micro and macro context. **Objective 1**: Participants will be able to identify at least 5 myths and stereotypes that negatively affect older adult sexuality.

Session Number: 185
Session Title: Competency Issues and Program Administration
Saturday, February 28; 10:00 AM-11:30 AM

**Confessions From the Dark Side: A View of Gerontology Education From the Administrattive Viewpoint. Robert Applebaum**

**Abstract Body**: Higher education has experienced unprecedented changes over the last two decades. Reductions in state and federal funding, increased competition for students, the advent of new technology allowing on-line education, demographic shifts and numerous other factors have resulted in higher education being very different place then when many of us began our careers. To respond to these changes Universities have developed new models of planning and budgeting, new models of generating revenue, new models of determining strategic priorities, and new modes of educational delivery. This presentation will discuss how the changes experienced in higher education can impact gerontology education. What are the implications of these changes for both higher education overall and specifically for gerontology education? Current topics, such as accreditation of programs and certification of degrees are good examples of the impact that today's pressures and changes can have on gerontology education. While it is difficult to know exactly how these changes will impact gerontology education. What is clear is that the future will happen, whether we have debated or addressed these issues or not. **Objective 2**: Discuss possible strategies for gerontology education in a changing world of higher education. **Objective 1**: Identify the major issues facing higher education that impact gerontology education.

Session Number: 185
Session Title: Competency Issues and Program Administration
Saturday, February 28; 10:00 AM-11:30 AM


**Abstract Body**: Statement of Problem: Workforce development in the field of aging is a worldwide issue. Older people ask for efficient and tailored services, care and support from professionals if needed. Method: Partially supported by the Fulbright Specialist Program, an international comparison of gerontology competencies developed by the AGHE Competency Workgroup, United States, with the learning objectives and professional competencies of two baccalaureate degree programs, Huntington University, Ontario, Canada and Windesheim University of Applied Sciences in the Netherlands. Findings: This exploratory study identified considerable consensus in the content of competencies cross-nationally though they were stated differently as learning objectives, goals and behavioral indicators. Additionally, there were contrasting emphasis on specific competencies based on differences in the context of delivery systems, professional requirements and educational program resources. Implications: Further study is needed to build international consensus of the competencies in the field of gerontology while at the same time considering the differing national contexts of education and practice and living situations of older people. Still further work is needed in the development of guidelines for the pedagogy and curricula development of competency-based education and outcome measurement. The latter asks for further research with older people on their preferences on different domains of living and values of live. **Objective 2**: Recognize the cross-national considerations in international gerontology competency adoption. **Objective 1**: Designate consensus based competencies in gerontology

Session Number: 185
Session Title: Competency Issues and Program Administration
Saturday, February 28; 10:00 AM-11:30 AM

**Educational Competency Profiles in Gerontology: A comparison between Europe and the US. Eric Schoenmakers, Jan Jukema**

**Abstract Body**: Professional competency-based higher education in gerontology requires valid and comprehensive competency profiles to ensure student mobility and program benchmarking. Therefore, a comparison of national competency profiles may be useful. This study compares the competency profiles of five European BSc programs in Gerontology (from
the Netherlands, Belgium (2), Finland, and Portugal) and between European competency profiles and the competencies defined by the US-based AGHE (Association for Gerontology in Higher Education). Competency profiles were solicited by email or found online and compared by both authors individually. Service provision to the older adults and case management were the two competencies present in all the European programs and thus may be regarded as the core of gerontological education at BSc level in Europe. Other competencies were in some but not other profiles, and may be considered ‘specialisations’, namely entrepreneurship, care giving, and social or intercultural work. The AGHE competency list distinguishes three levels: (1) essential competencies representing the orientation to the field, (2) skills needed across the field, and (3) skills in the context of careers in gerontology. The first two levels were broadly present in the European profiles, suggesting unison with the AGHE list. The third level of AGHE competencies was less represented in European profiles. In contrast to the AGHE, European programs tend to formulate their competency profiles more in broader, overarching terms than in specific career directions, reflecting a different vision on the formulation of competencies. Clearly, gerontology competency profiles across Europe and the US have similarities and differences, both in content and in structure. We conclude that this would hinder effective transnational benchmarking and student mobility and we thus recommend developing a more comparable, transnational competency profile. **Objective 2:** After attending this activity, participants can discuss the benefits of developing a more comparable educational competency profile on a transnational level. **Objective 1:** After attending this activity, participants can reflect on similarities and differences between European and US educational competency profiles in gerontology.

**Session Number: 190**

Saturday, February 28; 10:00 AM-11:30 AM

**Explorations in Gerontological Literacy II: Strategies for Change. Amy F. Hosier, Graham D. Rowles, Leni Marshall, LaVona S. Traywick**

**Abstract Body:** Gerontophobia and ageism permeate culture and consciousness. Underlying and reinforcing these twin pillars of prejudice is a high level of gerontological illiteracy (having or showing limited knowledge, experience or culture in gerontology). In this symposium we explore approaches to change in seeking to develop a gerontologically literate society. Toward gerontological literacy through a model of life course education describes an educational strategy involving the Gerontological Literacy Network (GLN). Founded in May 2013, GLN is a voluntary collaborative of individuals from 12 states and Canada who are interested in actively combatting gerontophobia and ageism through practical educational and advocacy strategies oriented toward culture change and promoting gerontological literacy at all levels of education from kindergarten through old age. Beyond advocacy and the exchange of ideas, GLN involves the development and dissemination of a longitudinal lifespan curriculum model of gerontological education, collaborative research programs, and a dynamic and responsive support system for individuals seeking to facilitate cultural and institutional change to improve gerontological literacy. Considering the many cumulative negative health effects of ageism, The Longevity Dividend of Humanities-Based Gerontological Literacy, explores how reducing ageism in college-age youths can have a significant, long-term impact on public health. Reduced ageism decreases the prevalence and severity of many negative health events, such as myocardial infarctions, can add an average of 7.5 years to the lifespan, and may help reduce the shortage of care workers. One of the few proven methods for reducing ageist ideation is through participation in a video screening and a pair of follow-up conversations. This intervention is similar to the regular activities of many faculty members in the humanities. Gerontologists’ expertise with quantitative studies, qualitative studies, and data analysis is needed to determine what factors can improve the efficacy of the intervention and to demonstrate the long-term health impact of specific interventions. Cooperative Extension: A catalyst for enhancing gerontological literacy, explores how the Cooperative Extension System (CES), a national service located at land-grant universities and regional county offices, can contribute to increasing gerontological literacy. Recognizing the ways in which today’s youth are influenced by social media and the negative stereotypes of aging, and working with youth development and 4-H, the public school system, and Family Consumer Science programs, CES programs in Arkansas and Kentucky are exploring the introduction of gerontological literacy programs as a mechanism to bring positive and realistic notions to the aging process. **Objective 2:** After attending this presentation, participants will be able to identify and discuss an array of strategies for improving gerontological literacy at all levels of education. **Objective 1:** After attending this presentation, participants will have a clear understanding of gerontophobia, ageism and gerontological illiteracy as barriers to the development of a gerontologically literate society.

**Session Number: 195**
Interprofessional Geriatric Training; A Community Based Model. Freddi I. Segal-Gidan, Brad Williams, Jo Marie Reilley, Cheryl Resnik, Maria Aranda

Abstract Body: Interprofessional education (IPE) is an approach to prepare students to function in team-based care that is now a requirement for accreditation in most health professions training programs. Given the complex nature of medical care for older adults, and the use of team-based care for this population, a setting with older adults is ideal for conducting IPE. Faculty from seven health professional training programs (medicine, physician assistant, pharmacy, physical therapy, occupational therapy, dentistry and social work) at the University of Southern California collaborated in the development of an IPE program based on a geriatrics curriculum delivered in partnership with a community-based housing organization that serves low-income seniors among its population. This symposium will provide an overview of the development and implementation of the USC Interprofessional Geriatrics Curriculum (IPGC) over a three-year period and discuss outcomes from this experience. The symposium will include discussion of the process of development and evolution of the program, with a focus on the lessons learned by the faculty that were incorporated into the ongoing delivery and expansion of the curriculum. Quantitative and qualitative methodologies employed for assessment of changes in attitude toward, and knowledge of, older adults will be presented with emphasis on sensitivity and utility of tools used. Outcomes among the student participants over one- and two-year experiences for the student participants as a whole and a comparison of outcomes between students in the different health professions training programs will be discussed. Additionally, the partnership with a community based agency has provided opportunities for learning about aging in place and the cultural, socio-economic and linguistic barriers faced by the diverse older population of the Los Angeles metropolitan area. IPGC provides a model curriculum for incorporation of gerontological and geriatrics education across health professional educational programs that provides an ideal format for interprofessional education and training that can be replicated or duplicated at other institutions seeking ways to meet the accreditation requirement for interprofessional training. Objective 3: Describe barriers and discuss approaches to overcoming them in the implementation of an interprofessional geriatric curriculum experience. Objective 2: Outline a model for a community-based interprofessional learning experience for health professional students with older adults. Objective 1: Explain how interprofessional education has the potential to improve care for older adults.

Session Number: 200

Interprofessional Team Geriatric Case Training for Health Profession Students: Three Models and Lessons Learned. Grace S. Smith, Susan A. DeRiemer, Angela G. Rothrock, Renee A. Zucchero

Abstract Body: This symposium presents interprofessional (IP) team geriatric case training programs from two Geriatric Education Centers (GECs) and one university’s College of Social Sciences, Health and Education. With funding from the Bureau of Health Workforce (formerly Bureau of Health Professions), the University of Alabama at Birmingham (UAB) and Meharry Consortium (MC) GECs have developed successful team training events that include graduate students from six to nine disciplines working together in small groups to develop a collaborative care plan for a geriatric patient with multiple chronic conditions. Xavier University’s five hour symposium mixes undergraduate and graduate students from eight disciplines on teams designed to highlight an IP non-pharmacological approach to caring for older adults with dementia. Although each training is unique in design, all of the organizers share a common vision of training students in team based collaborative practice. The IP Education Collaborative Expert Panel’s 2011 report, “Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel” challenged educators to achieve this vision by “engaging students of different professions in interactive learning with each other and continuously developing interprofessional competencies as part of the learning process, so that they enter the workforce ready to practice effective teamwork and team-based care.” The Meharry Consortium GEC’s annual IP Team Geriatric Case Training includes students in medicine, nursing, social work, pharmacy, PT, and dietetics. At the training, student teams meet for several hours to complete an IP concept activity and develop a care plan. Faculty experts serve as rotating consultants and pre-selected FNP students act as observers assessing the efficacy of the teams. The UAB GEC’s Interdisciplinary Team Training (IDT) includes students from nine health professions: dentistry, medicine, nursing, nutrition, OT, PT, optometry, pharmacy and social work. The two and a half hour activity includes an overview of IP teams, followed by observation of an older adult interview by faculty from each discipline. Students divide into teams where faculty members lead development of a collaborative care plan. Xavier University’s Symposium on IP Teaming for Clients with Dementia mixes students in nursing, social work, medicine, counseling, nursing administration, OT, PT, and clinical psychology. The symposium includes a didactic keynote.
presentation, small group case discussion and teaming exercise, and large group debrief. Attendees will learn about the major components of these trainings, be provided with sample geriatric cases and IP team training resources, and hear lessons learned for future replication. Objective 2: Participants will be able to discuss lessons learned from the interprofessional team geriatric case training programs and recommendations for future replication. Objective 1: After attending this activity, participants will be able to describe the main components of three interprofessional team training programs for health profession students.

Session Number: 205
Session Title: 45 Minute Workshop 8
Saturday, February 28; 1:30 PM-3:00 PM

Two-way Mentorship: An Intergenerational Program with Diverse Seniors and College Youths. Nellie V. Sheppard

Abstract Body: The purpose of this workshop is to provide a narrative of some of the benefits of intergenerational interaction on the participants of the mentorship program. This workshop will focus on identifying factors that motivate participation in intergenerational projects. The workshop seeks to identify the types of activities that would encourage or motivate participants to spend time together on a regular basis. By gaining an understanding of both the benefits and motivation for intergenerational interaction, other colleges and social service organizations may be able to identifying effective social support services and potential curriculum enhancements to foster more intergenerational opportunities.

Objective 3: As a part of this project students were able to have their work in this intergenerational group acknowledge through a Co curricular record. Here are some of the learning outcomes as a result of their participation. Civic Engagement: Students will be discussing issues that are important to our elders in community. Creativity: Formatting, co-creating speeches with seniors, testimonials, art projects and iPad creations. Cultural Competency: Working with diverse senior community members Effective Communication: Written work and oral presentations Interpersonal Skills: Building relationships with their coaches, seniors and facilitators of the project. Social Responsibility: Participating in this project will assist with creating knowledge development in the area of intergenerational programs and collaboration between Sheridan College and our community partners. Objective 2: As a result of this intergenerational volunteer program not only do participating seniors and youth benefit, but this initiative will also have a positive community-wide impact as we build strong, healthy and resilient neighbourhoods with each generations caring for each other. This intergenerational program facilitates community collaboration, pooling of resources and cooperative problem solving. All participants learn from and respect each other’s traditions, stories while learning to value and accept diverse communities and gain awareness about issues affecting multiple generations. Objective 1: In 2013, the Social Service Worker Gerontology program conducted focus groups with students, industry partners and faculty members as a part of program review. Students identified that they needed more opportunities to understand what the Gerontology field was about prior to declaring their major. Industry partners said that they experience shortages in space to facilitate intergenerational programs. Faculties have been approached to examine the program from an intergenerational lens for possible degree development as a part of the Sheridan Journey and strategic plan. We recognized that this intergenerational program would afford us an opportunity to learn more about the factors that contribute to student discipline selection, and the development and implementation of a campus based collaborative service model. This collaboration was between MIAG:Centre for Diverse Women and Families and Sheridan College in Brampton, Ontario, Canada.

Session Number: 205
Session Title: 45 Minute Workshop 8
Saturday, February 28; 1:30 PM-3:00 PM

Collaborative Teaching in NordMag Gerontology Masters in Iceland. Kathie Erwin

Abstract Body: Teaching in another culture requires advance rapport building with students and colleagues. This presentation focuses on the preparation, communication and student interactive opportunities that set the stage for successful teaching in another country. Practical suggestions will be given for ways to add value to your participation and expand research potential with distant colleagues. My experience is based on teaching at University of Iceland in the Nord Mag Intensive, the capstone course for students from University of Iceland, Lund University in Sweden and University of Jyvaskyla in Finland. Beyond our classroom time there were field trips to elder care programs, academic discussions with students over coffee and informal connections with local residents around town. These learning experiences challenged familiar concepts of how gerontology is taught and ignited new motivation to look at fresh approaches. Objective 3:
Identifying features of Nordic aging support system that can enhance U.S. aging care as subject for joint collaborative research with Icelandic colleagues. **Objective 2:** Creating interactive process for training students in group work as applied to each of three Nordic cultural contexts. **Objective 1:** Developing working relationships with Nordic faculty and students prior to the Nord Mag program

**Session Number: 210**
Saturday, February 28; 1:30 PM-3:00 PM


**Discussant:** Marilyn Gugliucci

**Abstract Body:** This year’s Past Presidents Symposia will focus on the recently adopted AGHE Gerontology Education Competencies for undergraduate and Master’s level gerontology education. With the culmination of a three-year process, faculty members serving on the AGHE Competency Workgroup present an overview of the consensus-building process employed to assure transparency and to garner national input to produce the AGHE competencies. This symposium includes four papers, “Building Better Gerontology Education Competencies: The Pathway and Process”, presented by Janet C. Frank; “The AGHE 2014 National Gerontology Competencies”, by JoAnn Damron-Rodriguez; “Using Competencies in the Field: Applications to Job Analysis and Development; Harvey Sterns; and “Next Steps in Competency-based Gerontology Education: Integration and Assessment”, by Jan Abushakrah. Marilyn Gugliucci will be the Discussant. The Symposia will be moderated by Robert Maiden and the discussion will be facilitated by Alice McDonnell. Please note that the opinions expressed in this session will be those of the participants and do not necessarily represent the endorsement of all AGHE past presidents. **Objective 4:** Recognize the essential next steps in utilizing the competencies within gerontology programs, including integration into curricula, leveling for higher education programs, and assessment. **Objective 3:** Outline the organization, domains and competency statements in the 2014 AGHE Competencies for undergraduate and Master’s gerontology education. **Objective 2:** Recognize key stakeholder’s input into competency development, with a special emphasis on employer and consumer needs. **Objective 1:** Describe the open process utilized by the AGHE Competency Workgroup to redevelop and revitalize AGHE national consensus-based gerontology competencies.

**Session Number: 215**

**Session Title: Engaging Students in the Classroom and Beyond**
Saturday, February 28; 1:30 PM-3:00 PM

**Building an Interdisciplinary Experiential Education and Mentorship Program Across the University Setting: Some Challenges and Successes.** Amy J. Plant, Daniel J. Van Dussen, Krystal L. Culler, Megan McCutcheon

**Abstract Body:** To build a successful and sustainable experiential education and mentorship program for students interested in the field of aging, it is important to not only engage students and connect them with the community through partnerships, service learning and research, but also to provide them with a sense of home in the aging network, regardless of their field of study. Research has indicated, however, that many students in interdisciplinary fields do not always identify with anyone on their campus who can mentor them and foster their interests in specifically working with the older adult population. As it is becoming increasingly vital to reach out to these students and provide them with the tools, networking opportunities, mentorship and peer-support necessary to be successful in the field and to build a long-lasting career, Youngstown State University has designed a new, systematic approach to identify these individuals and provide them with valuable experiences, service-based learning opportunities, internships and both faculty and peer mentorship that has been greatly enhanced by the launching of GSA’s Student Ambassador Program, a successful Careers in Aging week, as well as other events throughout the year. Various service-initiatives within the community and partnerships with other universities that are inclusive of students from all academic backgrounds and levels of gerontological study are also utilized and encouraged. Upon completion of this presentation, participants will be able to learn from some of the successes in building an experiential education and interdisciplinary mentorship program for students, as well as identify some of the barriers in engaging students from fields outside of one’s own department and how to overcome them. Participants will also be able to identify new collaborative partnerships for future endeavors, and recommendations for timelines and marketing will also be offered. **Objective 3:** After attending this activity, participants will be able to identify new collaborative partnerships for future endeavors and discuss recommendations for timelines and marketing/outreach. **Objective 2:** After attending this activity, participants will also be able to identify some of the barriers in engaging students from fields outside of one’s own
department and list ways to overcome them. **Objective 1:** After attending this activity, participants will be able to list some of the successes in building an experiential education and interdisciplinary mentorship program for students across the university setting.

**Session Number:** 215  
**Session Title:** Engaging Students in the Classroom and Beyond  
Saturday, February 28; 1:30 PM-3:00 PM  
**Mentoring Future Gerontologists: The History and Impact of Twenty-five Years of the Southeastern Student Mentoring Conference in Gerontology and Geriatrics.** Elisabeth O. Burgess, Anne Glass, John F. Watkins  
**Abstract Body:** The Southeastern Student Mentoring Conference (SSMC) in Gerontology and Geriatrics was the founded by Leonard Poon, then director of the Institute on Gerontology at University of Georgia. Originally known as the Southern Regional Student Convention on Gerontology and Geriatrics, this conference was designed to provide a supportive environment for graduate students to present their research on aging. Unlike most conferences of this size, the SSMC continues to flourish after 25 years. This paper seeks to understand (1) how the themes and conference presentations have developed; (2) what disciplines and approaches to age research are represented; and (3) how this conference has grown and changed. Using both quantitative and qualitative content analysis, we examine conference materials (including call for Abstracts, Conference Programs, and Conference Monographs) from the 25 years of SSMC. Our findings indicate that this experience is unique because the faculty members from several schools and a variety of disciplinary backgrounds participate in this conference and are committed to nurturing emerging scholars and engaging in dialogue about the aging research. The number and variety of student presentations has increased over time and the conference now includes undergraduates as well as graduate and professional students. As gerontology programs across the country struggle to find innovative ways to attract and retain students to the field of aging, the SSMC provides a useful road map for collaborative mentoring in the fields of gerontology and geriatrics. **Objective 2:** After attending this presentation, participants will be able to understand the process of regional collaboration for mentoring students in gerontology and geriatrics. **Objective 1:** After attending this presentation, participants will be able to understand the effectiveness of a small regional student-centered conference for expanding interdisciplinary exposure to aging research.

**Session Number:** 215  
**Session Title:** Engaging Students in the Classroom and Beyond  
Saturday, February 28; 1:30 PM-3:00 PM  
**Exploring Aging through Film: Opportunities and Challenges in Bringing Continuing Studies and Interdisciplinary Perspectives Together in Undergraduate Education.** Denise S. Cloutier, Holly Tuokko, Karen Kobayashi, Trudy Pauleth-Penner  
**Abstract Body:** Over the past two decades, the multidisciplinary field of gerontology has evolved to explore the scientific study of biological, medical, psychological, sociological, and geographical phenomena associated with aging. Using the medium of film, this unique interdisciplinary course brings together three social science disciplines (i.e., Psychology, Sociology and Geography), to explore disciplinary intersections as well as unique perspectives on understanding aging related issues. In addition, the student body includes continuing studies students made up of older, often retired persons reflecting a range of educational and work experiences. The learning objectives focus on participants being able to do the following by the end of the course: a) Discuss major issues in later life development from multiple theoretical and interdisciplinary perspectives; b) Analyze visual media for themes relevant to aging and later life; c) Consider whether the identified themes reflect popular cultural views on aging and later life; and d) Relate course material to everyday life experiences. Despite an emphasis on the fountain of youth and the denial of death in North American culture, there has been a steady, growing interest in the rich and complex lives and experiences of older adults in recent years. At the same time, little critical attention has been devoted to depictions of aging. Perhaps more than other media, films allow for more nuanced portrayals that challenge the view that old age is synonymous with decline and the end of development. Films can highlight the resourcefulness, determination, vulnerability, resilience and diversity of older persons. At the University of Victoria, in Victoria, BC, Canada, this is one of the first courses of its kind and it has now been taught twice by the same individuals. This presentation will highlight the evaluation metrics and learning goals arising from this course. It will identify a range of critical concepts that the course is built upon and consider both predictable and distinctive learning outcomes. Finally, the presentation will consider challenges and opportunities in interdisciplinary team teaching moving beyond simply bringing different disciplines together to talk on a weekly basis; the necessary second step is to ensure that they are “integrated” in a
manner that students can take up and understand. Objective: Participants at this presentation will be able to identify opportunities and challenges arising from synthesizing interdisciplinary insights from psychology, geography and sociology in teaching aimed at exploring contemporary aging issues through the medium of film. **Objective 1:** Participants at this presentation will be able to identify opportunities and challenges arising from synthesizing interdisciplinary insights from psychology, geography and sociology in teaching aimed at exploring contemporary aging issues through the medium of film.

**Session Number: 215**

**Session Title:** Engaging Students in the Classroom and Beyond  
Saturday, February 28; 1:30 PM-3:00 PM  
**Communities by Design: A Multi-Disciplinary Course for Healthy Living and Healthy Aging.**  
*Joann M. Montepare, Kimberly Farah*  
**Abstract Body:** Decisions about how and where we live can have significant impacts on both our environment and our aging. In this presentation, we describe a team-taught, multi-disciplinary course – Communities by Design – created to integrate information from environmental studies and gerontology to expand students’ knowledge about how the built, natural and social environments contribute to healthy living, development, and aging. Grounded in Lasell College’s “connected learning” philosophy emphasizing that students should be productive versus consumptive learners, the course utilized a variety of active learning strategies. The learning outcomes were that students would be able to: 1) describe basic components of physical and social environments; 2) discuss how environmental conditions impact aspects of health and well-being across the life-span; 3) gather data about environmental conditions; and, 4) design and evaluate age-friendly environments. Outcomes were undertaken with orientating lectures providing basic concepts, complemented by discussions, exercises, films, and student activities which brought closer focus to issues such as walkable cities and age-related challenges to physical activity, the food environment and obesity across generations, environmental toxins and threats to well-being in younger and older individuals. Across all topics, a life-span view of aging underscored the examination of early impact, accumulated effects, and later life outcomes. Student activities included explorations of shifting hometown age demographics, walking tours of age-diverse communities, data logging of environmental measures, and Pecha Kucha presentations (i.e., 20 slides of visual content accompanied by 20 seconds of verbal narrative) about specific healthy community topics. Given that the Lasell campus is an intergenerational community, home to younger students from Lasell College and older students (70+ years) from Lasell Village (an education-based continued care retirement community), students’ final projects entailed a campus design challenge. Working in teams, students generated design plans for making a Lasell building complex designated for renovation an “innovative, contemporary age-friendly teaching and learning environment”. Students selected topics and developed their ideas using observational data, related research, and feedback from younger and older users. Plans were presented to a panel of Lasell Village residents and Environmental Studies faculty. In our presentation we will describe the basic components of the class, along with information about the unique activities we used to bring together environmental and aging studies. **Objective 3:** Attendees will take away information about active learning exercises to enhance students’ evaluation of healthy living and aging research, and apply this knowledge to promote age-friendly local communities. **Objective 2:** Attendees will learn strategies for designing a multi-disciplinary course which combines environmental studies with aging studies. **Objective 1:** Attendees will learn how multi-disciplinary teaching efforts can extend both instructors' and students' knowledge about aging.

**Session Number: 220**  
Saturday, February 28; 1:30 PM-3:00 PM  
**Program of Merit: Don’t Be Swayed by the Hairy Eyeball.**  
*Marilyn R. Gugliucci, Bradley Fisher, Susan G. Harris, Jennifer Kinney*  
**Abstract Body:** Program of Merit (POM) has numerous attributes and possibilities for advancing gerontology and geriatrics curricula at colleges and Universities. Yet there are those who prefer to look upon POM with a “hairy eyeball”; that is to look askance or with skepticism. Stand firm and try POM on for size for your program. The ability for creativity, recognition, cutting edge competency and curriculum review, and support from peers to build the best possible program is within grasp for many programs. Hear from your colleagues about their experiences and outcomes. Three speakers will address programs with a gerontology focus but all have very different foundations, representing the broad range of organizational and programmatic histories. The last speaker will address POM for health professions programs and geriatrics. Be prepared to refocus the lens from which you view POM; and embrace ways to advance your program(s). **Objective 3:** To discuss gerontology and geriatrics competencies integration into gerontology program and health professions program curricula.
Objective 2: To illustrate the utility of applying for the Program of Merit for health professions programs. **Objective 1:** To inform the audience of Program of Merit special features as they relate to specific gerontology programs.

**Session Number:** 225  
**Session Title:** Resource Exchange 2  
Saturday, February 28; 1:30 PM-3:00 PM

**The Biggest Little City’s Ambassador for Gerontology: The Face of Gerontology on the University of Nevada, Reno’s (UNR) Campus.**  
Raina L. Benford, Susan G. Harris, Gabrielle S. Buma, Callie E. Noble, Kathleen Y. Fanelli, Christina L. Smith

**Abstract Body:** Research has shown that the likelihood of a student graduating from a university is related to their sense of belonging and connecting to others on campus. Gerontology programs tend to have fairly low enrollment rates with the notion of aging remaining largely unpopular. Student enrollment in the Gerontology Academic Program (GAP) at UNR has grown steadily along with student club enrollment and involvement. This roundtable aims to provide participants with knowledge regarding the purpose and value of a Gerontology Ambassador in the creation of students’ sense of belonging and connection along with strategies to remedy challenges of both student success and low enrollment rates in gerontology programs. Activities and innovations of the “The Biggest Little City’s” Ambassador for Gerontology, in collaboration with the Director of the Gerontology Academic Program and the Associated Students of Gerontology undergraduate club, will be shared. Further, strategies for retention and providing ongoing motivation from a student’s perspective will be discussed along with the importance of leadership, time management skills, and collaboration. **Objective 3:** Discuss various possibilities in overcoming the challenges facing undergraduate students in finding their way into the global arena of age related career opportunities. **Objective 2:** Learn at least four differing perspectives that undergraduate gerontology students want faculty members and administrators to understand regarding the importance of gerontological education. **Objective 1:** Discuss four key challenges experienced by undergraduate gerontology students, in multiple disciplines, in finding their way through curriculum based largely on a youth focused world.

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**Session Number:** 225  
**Session Title:** Resource Exchange 2  
Saturday, February 28; 1:30 PM-3:00 PM

**Engaging Students in Aging Education: Identifying Risks for Potential Engagement Strategies.**  
Laura K. Donorfio

**Abstract Body:** Using engagement strategies in the aging classroom are essential for student involvement and meaningful learning. But, students are not the only ones who benefit. Using engagement strategies also benefit instructors by giving them the opportunity to assess the students’ understanding and remediate important points on a “real time” basis. While employing various engagement strategies is vital to student success, research continues to show that traditional lecture modes, in which professors talk and students listen, dominate college and university classrooms (Tinto, 2002). Barriers to using engagement strategies in the classroom exist on many levels. Common barriers include limited class time, increased preparation time, lack of student participation, fear of aging and ageism. Perhaps the greatest barrier of all is the “risk” associated with employing various engagement strategies in the classroom (Donorfio, 2008). Engagement strategies themselves can be thought of as existing on a continuum from low to high risk for both students and teachers. Such continua may include low risk strategies such as making eye contact, one-minute papers, and using concept maps, to high risk strategies such as role playing, mock trials, speakers, field trips, etc. For some, just adding the dimension of technology increases the associated risk. This workshop will focus on identifying your (as teacher) and your student’s engagement risk continuum. By identifying what engagement strategies are most risky for both you and your students, you can purposefully adjust what is done (and when it is done) to optimize engagement involvement within the classroom. **Objective 3:** Identify the most risky engagement strategies for you (as teacher) and student and how these can be adjusted (what is done when) for optimal engagement in a course on aging. **Objective 2:** Identify and create a student risk continuum (low to high) of engagement strategies to be used in a course on aging. **Objective 1:** Identify and create a teacher risk continuum (low to high) of engagement strategies to be used in a course on aging.

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**Session Number:** 225  
**Session Title:** Resource Exchange 2  
Saturday, February 28; 1:30 PM-3:00 PM
BRUSH WITH AGEISM: A FRAMEWORK FOR US TO RECALL, RECOUNT AND REFLECT ON OUR LIVED EXPERIENCES, Barbara H. Conforti

Abstract Body: Back in the 1980's the phrase "brush with greatness" was made popular by David Letterman on his talk show as he invited members of the studio audience to recount a lived experience where their paths unexpectedly crossed with that of a famous individual. Regardless of the outcomes of the circumstances, since a "brush with greatness" was often perceived as an unforgettable and momentous experience; the event proved to be memorable for these individuals. Therefore, what if we as gerontologists used this framework to learn more about a "brush with ageism?" While these experiences are not usually ones that may be quickly or easily recalled; when we do become mindful of the memory of such an event, the narrative associated with this experience is often ripe with ethnographic data about how we felt at that time, as well as what we have learned since then about both ourselves and our world. Since we are only human, this session will provide us with a safe, nonjudgmental environment from which to recall, recount and reflect on our own "brush(es) with ageism." Vintage props, including those from the facilitator’s earliest ageist life experience, will be utilized in order to stimulate the senses and thus trigger some reminiscence. Using remotivation, this nonthreatening approach to illuminating a growth experience is a first step in helping us understand why people may want to "change their face" to not appear "old." And yet, the double entendre in this year's theme also opens the door for a new set of possibilities - that life review about ageist experiences can literally and figuratively "change the face of aging" around the world in our future. By relating with each other and reflecting together on the actual and possible learning opportunities, the chance to transform society and socially construct a post-ageist world will be emphasized. Objective 3: By the end of the session, the participant will be able to affirm that the environment for this recall was both nonjudgmental and non threatening. Objective 2: By the end of the session, the participant will be able to reflect on how the application of this learning experience could contribute to a post ageist world. Objective 1: By the end of the session, the participant will be able to recount a memory in one's life course where ageism was present and how the participant was compelled to respond to it

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Experiential Education Through Practical Business Integration- Developing and Nurturing Institution-Community Partnerships, Cynthia S. Brown, Hank Phillips

Abstract Body: “From childhood until old age, two activities dominate the lives of Americans: education and work. Yet most educators and employers, despite their interdependence, communicate poorly—or not at all. The gulf between them handicaps business, wastes the talents and energies of millions of young people, and threatens our future prosperity as a nation.” (Olson, 1997:1) With this disturbing trend, it is vital to work toward better preparing students for the workforce. The aim of our presentation is to describe an internship program developed by Home Instead Senior Care in conjunction with The Tennessee Tech University Department of Sociology and Political Science, which integrates undergraduate students into the workforce and improves their future success in a practical business environment. In order to receive university credit, and in some cases payment, student(s) participated several service hours over the course of their internship and completed a variety of tasks integral to the management of Home Instead Senior Care. The internship program will be presented to the audience demonstrating the benefits of practical business integration between higher education and the workplace which supports a claim by Urbaninterns.com (2011) that 34% of employers surveyed plan to have some form of internship staff during the year. In addition, employers in a recent survey reported 39.1 percent of their entry-level hires from the class of 2010 came from their own internship programs (National Association of Colleges and Employers, 2011). This demonstrates when best practices are utilized by both the university and community; this relation can be beneficial to both. Participants will better understand how to develop and foster University- Community relationships as well as challenges and benefits of internship programs and will gain information in order to develop or maintain current internship programs in their respective departments. References College, Melanie Dostis. "Degree Alone Not Enough to Prepare Grads for Workforce." USA Today. Gannett, 31 Oct. 2013. Web. 09 June 2014 National Association of Colleges and Employers (2011), "Job Outlook 2012", available at: www.naceweb.org/Research/JobOutlook/Job_Outlook.aspx (accessed June 16, 2014). Olson, Lynn. The School-to-Work Revolution: How Educators and Employers are Joining Forces to Prepare Tomorrow’s Skilled Workforce.1997. Perseus Books. Urbaninterns.com (2011), "2011 hiring and employment trends", available at: www.urbaninterns.com/journal/employers/2011-hiring-and-employment-trends (accessed June 16, 2014). Objective 1: Participants will better understand how to develop and foster University- Community relationships as well as challenges and
benefits of internship programs and will gain information in order to develop or maintain internship programs and other courses work through community partnerships in their respective departments.

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Session Title: Resource Exchange 2
Saturday, February 28; 1:30 PM-3:00 PM
Delirium at End of Life: Educational Program for Improved Diagnoses and Treatment. Joan Ilardo, Clare C. Luz
Abstract Body: Evidence exists that delirium is frequently misdiagnosed and inappropriately treated. It is seldom differentiated from dementia or depression and pharmacotherapy is the most common response to a range of symptoms including agitation, restlessness, sleep disruption, and emotional lability. Improved assessment and management is critical as delirium leads to higher rates of morbidity and mortality and, unlike dementia, is potentially reversible. It should also be taken into consideration that treatment for patients at end of life may differ from patients receiving acute or long-term care. For example, best practice may include sustained or increased pharmacotherapy as essential to achieving patient and family goals for comfort. Further, the goals of in-home versus residential hospice may vary. As part of a national Geriatric Education Centers’ initiative, the Geriatric Education Center of Michigan (GECM) developed and tested a training program for health teams working with older adults at end of life who are exhibiting symptoms of delirium, depression and dementia. It was presented to staff of a mid-Michigan in-patient hospice unit and consisted of a 2 hour didactic in-service and 10 team meetings for applied learning using actual case reviews. Content focused on understanding delirium; using the Confusion Assessment Method (CAM) which is an evidence-based delirium diagnostic tool; use of CHIMBOP, a mnemonic to explore potential treatable causes; appropriate medication use to achieve comfort; non-pharmaceutical interventions; and effective interdisciplinary care planning. 45 staff members representing 6 disciplines participated. Pre-posttests, interdisciplinary team meeting field notes, treatment plans and staff surveys indicated significant knowledge gain, adoption into clinical practice, and improved staff satisfaction. A modified version of the curriculum was recently presented to the hospice staff members who provide services in home settings. Several systems changes have also been recently introduced including determining patient and family goals of care and a process consisting of social workers conducting a CAM assessment upon all admissions and communicating results to the nursing staff and interdisciplinary team who can develop an appropriate treatment plan. Data are being collected to determine the impact of these changes and findings will be used to guide additional educational programming and development of a sustainability plan. This project has implications for improving geriatric and gerontology education relevant to delirium care in multiple settings including health profession programs, and distinguishing best practices unique to hospice and palliative care settings. Objective 3: After attending this session participants will be able to discuss systems changes that can sustain program goals. Objective 2: After attending this session participants will be able to discuss key strategies for assessing and managing delirium in hospice and palliative care settings. Objective 1: After attending this session participants will be able to discuss relevance of delirium education to health providers, and strategies for designing and implementing a training program on delirium specifically for hospice and palliative care units.

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Age Friendly Fayetteville: The Process of Changing the Face of Aging in Fayetteville, AR. Alishia Ferguson, Jean Henry, Jonathann Langner, Sarah Moore, Monica P. Daniel
Abstract Body: An Age-Friendly city is much more than just a good selection of nursing homes and geriatric clinics. Age friendly communities “encourage active ageing by optimizing opportunities for health, participation and security in order to enhance quality of life as people age” (World Health Organization (WHO), 2007, p. 1). In recognition of the fact that most communities need improvements to become more age friendly for the future aging population, the WHO developed the network of Age Friendly Cities & Communities, writing a four stage plan for communities to follow in order to become age-friendly. This presentation will describe the planning and implementation of WHO plan in Fayetteville, AR, giving tips to those who might be interested in starting a similar initiative. Specific components of work done to date will be explored. A discussion of getting the program “off the ground” by bringing community and university leaders to the table to provide support and resources for the project to creating a university-community collaboration will be highlighted along with the steps and mis-steps we took to be accepted into the WHO network. We will also discuss funding for the project. While waiting for acceptance into the network, the Age Friendly Fayetteville (AFF) team was simultaneously developing a
framework for the project needs assessment. An explanation of the precede-proceed model used to frame our initiative will be presented along with work done to determine the boundaries for the project, including a definition of a Fayetteville-ian was established for the purposes of the assessment. The presentation will highlight the importance of these steps in our success. Recruitment of champions for the project was the next project component. Creating the advisory board (including the official name), establishing responsibilities for the board and inviting people to join using a three-prong approach to increase diversity of roles will be discussed. Student recruitment was also key for the AFF team. The initiative allows students to learn in real world projects while helping to push the initiative forward; we will illustrate ways to engage students at every level for mutual benefit. The final components to be highlighted will include community engagement strategies used to launch the initiative including examples of print, Internet, traditional media, social media and promotion at community events, along with focus group planning done to date. References World Health Organization. (2007). Global age-friendly cities: A guide. France:WHO. Retrieved from: http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf

Objective 3: Discuss recruitment strategies and ways to utilize students in the initiative so that learning is enhanced for the student and the initiative is pushed forward with student ideas and energy. Objective 2: Describe the steps taken to launch the initiative in Fayetteville, AR, including bringing leaders together to support the initiative, recruitment of the advisory committee and strategies for community engagement along with other tips to ensure success. Objective 1: Define the term age-friendly and discuss the importance of the World Health Organization's global network of age friendly cities and communities.

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We Learned as a Team! Utilizing the Team-Based Learning Method in an Upper-Level Undergraduate Dementia Seminar. Jessica Y. Allen, A. Lynn Snow, Paul H. Haidet, Steve Prentice-Dunn, Blake L. Nielsen

Abstract Body: Within higher education, educators and pedagogical researchers have sought to identify best practices for maintaining effective, high quality, learner-centered education. Educational researchers from a number of disciplines, including gerontology, have advocated that active learning is a proven approach to achieve positive learning outcomes. Cooperative learning is a subset of active learning aiming to engage students by utilizing learner-directed application activities conducted within the context of small groups. Team-based learning (TBL) is one cooperative learning approach that has received growing attention due to a dynamic research base reporting that TBL leads to a wide variety of positive outcomes beyond and including knowledge acquisition (e.g. Chad, 2012; Haidet et al., 2004; McInerney & Fink, 2003; Reinig et al., 2011; Thomas & Bowen, 2011). Team-based learning researchers argue TBL is unique from other active learning and cooperative learning techniques because it is a systematic approach carefully designed to incentivize: a) the development of cohesive teams, b) high individual effort outside of class, and c) high individual and team engagement within class. The TBL method can be particularly useful in gerontology-based coursework and training, as the skills emphasized in TBL may be utilized in the many careers in aging emphasize that an interprofessional/interdisciplinary approach to care. In this session, we describe and provide curricula resources for effective application of TBL to instruction in an upper-level seminar course on dementia. The study of dementia in gerontology-based curricula is especially relevant as the number of Americans with dementia, including Alzheimer’s disease, are expected to triple by 2050 to approximately 16 million individuals, a number that does not include the large number of caregivers and family members who will also be affected by the disease (Alzheimer’s Association, 2014). Given that an interdisciplinary care team frequently provides dementia care, the TBL method is particularly appropriate for students planning to pursue professional careers in dementia care. Curriculum design, evidence supporting positive learning outcomes, lessons learned and potential obstacles to implementing the TBL method in a senior dementia course will be described. Sample course-related handouts and other resources will be available to participants. Objective 1: After attending this activity, participants will be able to discuss the team-based learning (TBL) method as an innovative pedagogical approach for undergraduate education in gerontology. The activity will emphasize a senior seminar course on dementia, however strategies for adapting the curriculum design to other aging-related courses will be described. Handouts including sample syllabi, instructional modules and application activities will be provided.
Validation Goes to College: Offering the Validation Method for Academic Credit. Mary Ligon, Stephen K. Klotz

Abstract Body: Validation is a method of communicating with and supporting individuals in very late-life who have dementia (Feil, 2003). This method was developed by Naomi Feil in the 1960’s and has been used successfully in North America and Europe as an effective way of supporting development and personhood in the final stages of life for those with dementia. This method can be implemented by professionals, lay persons, family members, etc., so no particular educational background or field of expertise is required. However, in order to implement the method correctly, training is required. The Validation Training Institute, Inc. has developed a training format and requires that a Certified Validation Teacher deliver this training. To date, the Validation Method has not been offered in a College/University setting for academic credit. In the fall semester of 2014, Validation Method is being offered at York College of Pennsylvania to upper-level undergraduate students as a special topics Gerontology course. The class will meet at Country Meadows Retirement Community, a nearby long term care facility, throughout the semester. The course will be co-taught by a Certified Validation Teacher employed by Country Meadows and by a Gerontology Professor employed by York College of Pennsylvania. In this experientially based course, students will have extensive interactions with residents living in a specialized dementia care unit. At the completion of the course, students will receive a certificate which will enhance their marketability. More importantly, students will acquire skills that can be applied in a variety of professional and personal settings. During the resource exchange, information about the Validation Method and training required for use will be provided. Authors will also provide participants with materials used in the course such as a syllabus, a list of required resources, and a list of considerations for implementing this course for academic credit at other colleges and universities. Objective 3: After attending this session, participants will be able to discuss considerations for making a Validation Method course available for academic credit. Objective 2: After attending this session, participants will be able to identify requirements and standards for implementing a Validation Method course. Objective 1: After attending this session, participants will be able to define the tenets of the Validation Method.

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Interdisciplinary Journal Club in Long Term Care: Benefits for Experiential Learning. Clarion C. Mendes, Jean McCarthy

Abstract Body: BACKGROUND: The incorporation of an interdisciplinary journal club has multiple benefits for graduate students enrolled in courses related to gerontology as well as professionals practicing in long term care. The literature indicates the purpose of most journal clubs is to keep abreast of medical literature and to teach critical appraisal skills to a specific discipline (e.g. dentists, neurosurgeons) at teaching hospitals or universities. However, there is scant research regarding interdisciplinary, long term care, or geriatric journal clubs, especially those incorporating students. This study evaluated the effectiveness and satisfaction rankings of an interdisciplinary journal club at a long term care facility. STUDY OBJECTIVES: To determine if participation in an interdisciplinary, long term care journal club improves perceived: 1) patient care; 2) service delivery; and 3) staff/student morale/cooperation. METHODS: A PUBMED search and literature review were conducted to determine criteria for journal club effectiveness. Of 1305 search results, 34 were returned for interdisciplinary, geriatrics, or long term care. Based on this search, an effectiveness questionnaire was developed. Eight members of a five-month old journal club anonymously completed the questionnaire. RESULTS, DISCUSSION & MAJOR CONCLUSIONS: Participants consistently reported increased communication and collaboration with colleagues, and increased knowledge of therapeutic interventions. Participants reported independently reading additional clinical literature and interpreting the literature more critically. Contrary to existing research, participants reported high satisfaction levels with off campus, after hours, and Friday evening meetings. This investigation supports that an effective journal club can be facilitated in long term care using an interdisciplinary approach. Further, graduate students can use the interdisciplinary journal club as a tool in their experiential learning. The benefits can be mutual for both professional staff and students. Objective 2: After attending this session, participants will be able to: successfully identify variables that contribute positively and negatively to interdisciplinary journal club development. Objective 1: After attending this session, participants will be able to: implement an interdisciplinary long term care journal club that incorporates graduate students.

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Strategies for Assuring Student Engagement and Success in Completely Asynchronous Undergraduate Online Management of Aging Services Courses. Resource Exchange OR Panel Presentation. Robin A. Majeski

Abstract Body: The asynchronous online classroom necessitates instructional strategies different from those used in traditional classrooms (Baran, Correia, & Thompson, 2013). Online instructional approaches have changed significantly due to new Web 2.0 tools which expand opportunities for student engagement leading to academic success. However, research indicates that online courses may not be providing the kind and depth of support often needed by online learners (Jaggars, Edgecomb, and Stacey, 2013). To assure student success, there is a need to consider the entire online learning environment (McNaught, Lam and Cheng, 2012). This session describes course design, instructional approaches and interactional strategies designed to provide support to students, enhance student engagement and assure student success in completely asynchronous online management of aging services courses. Course design includes clear learning objectives which connect to assignments, and discussion board forums which require students critically analyze and apply concepts from the readings/videos and require student to student and student to instructor interaction.. Also included are written assignments which require students to demonstrate skills with accessing, critical analyzing and applying information evaluated by clear rubric, providing students with detailed feedback from the instructor on assignments, and providing students with opportunities to help them improve performance on assignments. Last, the use of wikis, Voice Thread, and/or Twitter with scaffolding from the instructor fosters student engagement, critical thinking, and the application of important concepts.

Instructional strategies include the use of stories to introduce concepts, discussion board forums with case studies and questions directly linked to readings/videos and which require critical thinking and application of concepts; and multimedia such as short video lectures, audio embedded PowerPoints, and/or Prezi. Audio-embedded PowerPoints and/or Prezi would include an outline of the important concepts on a topic, embedded audio, short video lectures on course topics and videos which provide further instructions for assignments, and include interactive activities which illustrate concepts and engage students. Scaffolding the instruction of online learning skills also promotes effective online learning (Jaggars, Edgecomb, and Stacey, 2013). Interactive strategies such as those fostering student to student interaction through discussion board forums and Web 2.0 tools and those fostering student-instructor engagement will also be presented. The presentation will consist of a PowerPoint presentation and a demonstration of the interactive, instructional, and course design strategies. Participants will have the opportunity to formulate ways they might include these strategies in their own online courses and to discuss questions they might have. Objective 3: Describe Web 2.0 tools that help to assure student engagement and the achievement of course learning objectives in completely asynchronous online management of aging services courses.

Objective 2: Discuss course design, instructional, and interaction strategies to increase academic success. Objective 1: Discuss important principles related to student engagement in the online learning environment.

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Teaching About Global Aging. Margaret B. Neal, Emiko Takagi, TsuAnn Kuo, Maria Claver, Alan DeLaTorre

Abstract Body: The world’s population is aging in an unprecedented fashion (World Health Organization, 2007): In 2006, 11% of the global population was aged 60 and over, and this proportion will double by 2050 to 22%, at which point for the first time in human history, there will be more older people than children aged 0-14 (WHO, 2007). Population aging is occurring due to high fertility after World War II, reduced death rates at all ages, major reductions in the prevalence of infectious and parasitic diseases, decline in infant and maternal mortality, and improved nutrition during the last century (U.S. Census, 2009). Despite this worldwide demographic phenomenon, to date, it appears that few courses focused on global aging have been taught. In this Resource Exchange, faculty from four universities will share their experiences with three courses specific to this topic and with one social gerontology course with an emphasis on global aging. Among the topics to be addressed are students’ level of interest in various topics with global importance, faculty competencies needed to teach global aging effectively, techniques for teaching students how to conduct cross-national analyses of aging, and resources and practical strategies for enhancing student learning about global aging. Examples of innovative research activities, teaching techniques and tools, and syllabi will be shared. Objective 1: To share experiences in teaching about global aging in standalone courses and as part of a basic social gerontology course.

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High-Tech Versus High-Touch in Gerontology Courses. Tamar E. Shovali, Kerstin Emerson

Abstract Body: With nationwide discussions about online learning and massive open online courses (MOOCs), faculty members have begun to question whether the online learning environment (high-tech) allows students to interact with the course content in the same way as the traditional face-to-face learning environment (high-touch). Despite the convenience and popularity of online courses, there may be some hesitation in adapting a traditional course to an online format. For example, some faculty question whether online courses can foster the same kind of interactive learning, open-ended inquiry, and spontaneity that the Socratic method can bring to the traditional classroom. This resource exchange will address the benefits and drawbacks of high-tech versus high-touch teaching methods for gerontology content. High-tech courses in gerontology require pedagogical modification. To that end, we will discuss pedagogical issues related to the differences between high-tech and high-touch teaching methods, including lectures, discussion, assignments, and feedback and evaluation. We will share preliminary data collected from online and face-to-face Introduction to Gerontology courses for discussion about whether high-tech teaching fosters deep learning in similar or different ways than high-touch teaching. In light of these discussions, appropriate assignments for online teaching will be provided, including techniques to incorporate class discussion and assessment techniques for formative feedback. Faculty members with experience providing online courses are encouraged to attend and share their experiences. Objective 3: After attending this resource exchange, participants will be able to identify appropriate materials for teaching gerontology courses online. Objective 2: After attending this resource exchange, participants will be able to discuss opportunities and challenges of teaching gerontology courses online. Objective 1: After attending this resource exchange, participants will be able to understand the pedagogical differences of face-to-face and online teaching of gerontology course content.

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Development and Implementation of an Interprofessional Healthcare Student Competition: Sharing 7 years of Learning Tidbits. Kathleen P. Murphy, Carolyn DaSilva, Gayle Hersch, June Sadowsky, Donna W. Morris, Vaunette Fay, Nancy Ordonez Nahid J. Rianon

Abstract Body: The Houston Geriatric Education Center (H-GEC) is funded through the Health Resources and Services Administration (UB4HP19058). A unique H-GEC program is our annual Geriatric Interprofessional Student Competition (GISC). Students are provided comprehensive interactive, experiential, didactic, face-to-face, and on-line education. GISC registers students from multiple disciplines to learn about and actively practice interprofessional team-based health care communication. In our first six competitions, over 200 interprofessional students participated from various universities. Our seventh competition involved students from The University of Texas Health Science Center at Houston Schools of Dentistry, Dental Hygiene, Nursing, Medicine, Biomedical Sciences, Public Health, and Biomedical Informatics; the University of Houston Graduate College of Social Work, College of Pharmacy, and Department of Communication Sciences and Disorders; and Texas Woman’s University Schools of Physical Therapy and Occupational Therapy. The 7th GISC theme focused on nursing assistants (NA) employed by facilities that provide care to persons with dementia. The GISC educational activities included assigned reading, discussion, 3-hour Alzheimer Disease and related dementia lecture, on-line Elder Mistreatment educational modules and Team STEPPs training, journaling, clinical field experience and a team presentation. Students from each discipline were assigned evenly among the teams. Interprofessional faculty from all universities served as team faculty liaisons and judges for the competition. The team’s goal(s) were to develop, based on needs assessment and interviews, recommendations to assist facilities in enhancement of NA work environment, job satisfaction and reduce caregiver burden, which would allow facilities to provide the best possible services to their residents. Team plans had to be cost-neutral and not involve discussions regarding salaries or benefits. Fifty one nursing assistants were interviewed. Teams analyzed the information acquired and develop a plan based on the findings. The formal plan was developed from an interprofessional team perspective, submitted in written form to the interprofessional faculty, and then presented in competition in April, 2014. Teams were judged on the team’s ability to assess and analyze the needs of NAs and develop a comprehensive interprofessional plan to assist NAs in their day-to-day work with persons diagnosed with dementia. Presentations identified five specific work “gap” related themes which included: Education needs, Tools for Daily Work, Performance Recognition, Professional Communication and Work Environment. Following the competition, these formal plans were shared with the long term care facilities CEOs and executive leadership teams. This session will present the framework of how to successfully implement this program and the resources utilized. Objective 1: After attending this
educational session, participants will be able to design, plan and implement a Healthcare Interprofessional Student Competition.

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**Grandparents and Grandchildren: Teaching about Diversity in Family Relationships. Lynne G. Hodgson**

**Abstract Body:** The importance of including content on global aging variations within gerontological curriculum is well recognized. The vast heterogeneity of the aging experience is one of the basic tenets of the discipline. One area where a discussion of cultural and sub-cultural diversity is particularly salient is in the family relationships of older adults. The bond between grandparents and grandchildren offers a distinctive opportunity to explore such relationships. In order to focus on this aspect of global variation, a new course was developed within Quinnipiac University's Gerontology Program. The course, titled Grandparents and Grandchildren: The Enduring Bond, was offered for the first time this year, to students in the discipline. The intent was to capture student interest with a topic with which they had familiarity (after all, most college students have some relationship with a grandparent) and, at the same time, expose them to and build an appreciation for, the unfamiliar aspects of cultural and sub-cultural differences in the grandparent/grandchild relationship. In this way, the course was designed to have relevance for their lives as well as for their future careers, working with older adults. This presentation will offer an overview of the curricular rationale for the course, the development of course content and materials, the syllabus, and examples of student outcomes (journals, life reviews, and videos). The objective of this presentation is to describe a curricular innovation with regard to global variation in aging experiences using the grandparent/grandchild relationship as a focus. **Objective 1:** Participants who attend this presentation will be able to describe a curricular innovation with regard to global variation in aging experiences using the grandparent/grandchild relationship as a focus.

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**Session Title: Therapeutic Approaches and Aging**
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**How Am I Doing? Sources of Physical Competence Information Among Mature Adults. Kimberly S. Hurley**

**Abstract Body:** Middle and older age adults are projected to be the most rapidly rising population with predictions of 89 million adults 65 years and older by 2050 (Federal Interagency Forum on Aging-Related Statistics, 2010). Major concerns surrounding successful aging include maintenance of physical and psychological capabilities that impact daily, independent functioning. Members of older age groups (65+ years) desire higher physical functioning or quality years in their lives, as opposed to merely longer life (Rejeski, et al., 1996). Negative health outcomes and medical burden related to challenges of health self-management combined with population projections for older adults create critical societal concerns (Rasinao, et al., 2006). Adoption of and adherence to, health protocols (e.g., Rx compliance, physical and leisure activity engagement) continues to be arduous for older adults (CDC, 2010; Qi et al., 2010; Wick, 2011). Theory consistently supports the important role of thoughts and feelings that precede and succeed behaviors (Bandura, 1977, 1986). How one perceives her/his physical self strongly contributes to engagement in daily activities and relates with one’s self-esteem (Chase, 1991; Herzog & Markus, 1999). Identifying the sources that mature adults use to judge their physical capabilities and health could enable better understanding of participation in, or withdrawal from, health-enhancing activities. Researchers have examined sources of competence information used by children in order to better understand youth activity experiences (e.g., Horn & Amorose, 1998), yet there is little parallel research on adults (see Sheldon, 2004). Survey data was collected electronically and on-site at various senior community venues (e.g., independent living communities), senior activity and leisure centers, health fairs, physical activity and leisure events) in Midwest communities from adults 60 and older (N = 75). Qualitative results reveal most common competence information sources for physical health, appearance and general self-care are self, significant others (family, children, spouse/partner), friends, peer group, and health professionals. Results highlight how physical competence messages (information) from internal and external sources contribute to affective outcomes (e.g., frustration, shame, acceptance, motivated, satisfied). Findings from this project may assist physical and mental health professionals and programming toward best practices when working with mature populations. This project served as an exploratory step in understanding sources of competence information for adults 60 and older. Health and wellness attitudes and behaviors among older adults may be better understood when examining how individuals subjectively navigate their physical selves and well-being. **Objective 2:** Attendees will be encouraged to reflect on best practices to enhance physical self-perceptions in...
psychological and behavioral health education and programming for mature populations. **Objective 1:** Attendees will be presented with information on the nature of physical self-perceptions among older adults, what sources of competence information are most salient in gauging general physical abilities and how physical self-perceptions link with psychological and behavioral health indices.

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**Session Title:** Therapeutic Approaches and Aging  
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**Effects of Memantine and One-on-One Caregiver Contact on Antipsychotic Medication Prescribed to Elderly Veterans with Dementia. Abimbola Farinde**  
**Abstract Body:** The reduction of antipsychotic medications for elderly patients diagnosed with dementia is an important goal for treatment because of the negative side effects and increased mortality risk associated with these drugs. Prior research has suggested the benefit of adding one-on-one caregiver intervention and memantine to a cholinesterase inhibitor protocol to reduce the amount of antipsychotic medication. This research examined the differences between these treatment protocols (cholinesterase inhibitor only and combination therapy) on antipsychotic drug dosage prescribed to 98 elderly male veteran outpatients with dementia. The theoretical foundations for this study are based on the neurochemical model, related to the cholinergic hypothesis of age-related cognitive decline, and cognitive behavioral therapy as a psychotherapeutic approach that seeks to reduce stress by altering problematic behavior and unhelpful thinking patterns. Using archival data of elderly veterans with a diagnosis of dementia, this study also examined whether differences in dosage were influenced by age and severity of dementia. An ex post facto design was used to evaluate changes over time, and the differences of age and severity of dementia. A series of ANOVA statistics were conducted, and a significant reduction from baseline to post-test was not found. There were no differences between patients receiving the additional treatment and those receiving cholinesterase inhibitors only. These finding have social change implications for bringing awareness to healthcare professionals about the appropriate use of antipsychotic medications, and recognizing the cautious use of antipsychotics medications in elderly dementia patients. **Objective 3:** To what extent does severity of dementia affect the addition of the memantine and co-therapy on the average daily dosage of antipsychotic medication? **Objective 2:** To what extent does patient age affect the addition of the memantine and co-therapy on average daily dosage of antipsychotic medication? **Objective 1:** What is the effect of the addition of memantine and caregiver one-on-one contact co-therapy to antipsychotic medication therapy on the average daily dosage of antipsychotic therapy in elderly outpatient veterans with dementia?

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**Session Title:** Therapeutic Approaches and Aging  
Saturday, February 28; 1:30 PM-3:00 PM

**Abstract Body:** In this workshop, presenters from Bethune-Cookman University, Temple University, and the University of California Los Angeles (UCLA) will share lessons learned from the implementation of Time Out, an intergenerational program that trains and mobilizes students to provide respite services to frail elders and their caregivers. Time Out, created in 1986 by the Intergenerational Center at Temple University, aims to reduce the isolation of frail older adults, support caregiving families, and deepen student interest and experience in the field of gerontology and aging. The program fosters the formation of relationships between caregivers, elders and trained college students to maximize the quality of elders’ lives and increase their ability to remain living at home. Students also benefit from mentorship by an older adult who can offer career advice and life lessons. Every year in Philadelphia, approximately 100 college students provide 10,000 hours of high quality, affordable respite services to a minimum of 100 families. Yearly evaluations, using surveys, interviews, and focus groups, have indicated that Time Out has a positive impact on caregivers (many of whom are 50+), frail elders, and students. Focus groups with students revealed that the program increased awareness of the strengths of older adults as well as the challenges they face. Students felt their commitment to supporting older people increased through Time Out and that they benefited from the meaningful relationships they formed with older adults. Through a grant from the AARP Foundation, Bethune-Cookman and UCLA were selected to replicate/adapt the Time Out program. Presenters will describe the unique ways they adapted this model and the strategies they employed for developing effective university-community partnerships, navigating risk management issues, recruiting, training, and supporting students, and engaging caregiving families. Challenges to implementing the program as well as success stories will be explored. The program at UCLA recruited seniors from families already participating in an Alzheimer’s and Dementia Care program designed to coordinate care while the program at Bethune-Cookman targeted older adults who were in hospice care. Creating a solid infrastructure within colleges/universities
to engage students in meaningful experiences with older adults and their families can increase the availability of needed community support services as well as inspire students to pursue careers in aging. **Objective 3:** To increase understanding of the impact of the Time Out program on students, elders, and caregivers. **Objective 2:** To increase knowledge about successful strategies for recruiting, training and supporting students to work with frail elders and their families. **Objective 1:** To increase awareness of university-based programs that mobilize college students to provide respite services to frail elders and their families.

**Session Number:** 240  
**Session Title:** 45 Minute Workshop 6  
Sunday, March 1; 8:00 AM-9:30 AM  
**An Intergenerational Classroom: Using Critical Reflection to Teach a Class on Adulthood and Aging. Laura K. Donorfio, Dr. Keith Barker**

**Abstract Body:** Getting students to appreciate taking a course on adulthood and aging can be difficult. Envisioning one’s older years for traditionally aged college students is a “what if” at best and can lack meaning to one’s immediate life framework. In an effort to help students gain a more meaningful learning experience surrounding a course on adulthood and aging, two adaptations were made to make this course more relevant to their life purview. The first adaptation involved making the course a true intergenerational learning experience by inviting members of the Universities Osher Lifelong Learning Institute to enroll in the class. The second adaptation incorporated the use of critical “reflection” exercises to help students experience their learning versus just reporting course content to help them envision what their aging might be. An academic reflection is a learning process, sometimes difficult to define and difficult to help students learn. Most students are comfortable in describing factual aspects presented to them but find it more difficult to express their feelings about their learning experiences. Using critical reflection in the college classroom is gaining momentum as a powerful way of adding depth and breadth to student learning by requiring them to analyze and question their current cognitive framework within a broader context of issues and content knowledge. This workshop will describe our mentoring work in enabling students in an intergenerational classroom to be able to process their thoughts and to record them as a personal reflection. The focus is the shift from the cognitive domain to that of the affective—though students may not totally identify the formal links to the related taxonomies. Our course outcomes show that with effective counseling and guidance, students can think deeper and express their knowledge and feelings more comfortably about a range of topics related to adulthood and aging. We expect that session participants will be able to relate to the formative changes that instructors can achieve through this structural approach to mentoring students and will provide examples and ideas that lead to good reflection and reflective practice. We anticipate that any instructor who wishes to help students think reflectively about adulthood and aging and to express themselves in a coherent and persuasive way would benefit from this workshop. We will present our developmental process and invite comments and suggestions throughout. We see this as a shared learning opportunity. **Objective 3:** We will present our developmental process and invite comments and suggestions throughout. We see this as a shared learning opportunity.  
**Objective 2:** This workshop will benefit any instructor who wishes to help students think reflectively about adulthood and aging and to express themselves in a coherent and persuasive way would benefit from this workshop. **Objective 1:** Participants will be able to relate to the formative changes that instructors can achieve through this structural approach to mentoring students and will provide examples and ideas that lead to good reflection and reflective practice.

**Session Number:** 240  
**Session Title:** 45 Minute Workshop 6  
Sunday, March 1; 8:00 AM-9:30 AM  
**Students and Seniors Working Together in Service to the Community. Pamela Elfenbein**

**Abstract Body:** The University of North Georgia partners with the Georgia Mountain Food Bank and the Senior Community Service Employment Program (SCSEP) to meet the nutrition needs of school age children during the summer months when school is not in session. The Georgia Mountain Food Bank supplies meals meeting the USDA requirements to participating children, and also provides fresh fruits and vegetables, perishable and shelf-stable foods, and other available items to participants’ families. Site Supervisors at each site are both older adults participating in the Senior Community Service Employment Program, and Human Services Delivery and Administration program students enrolled in summer field service courses. Human Services Delivery and Administration students work closely with the SCSEP participants on a daily basis as they serve meals and provide site supervision at 16 meal sites in 4 counties. Now in its third year, the UNG Summer Food Service Program promises to become a national Best Practices model – bringing together a University, their local food bank
and Area Agency on Aging Senior Community Service Employment Employment Program to meet the needs of the community’s nutritionally at-risk children and teens. The UNG Summer Food Service Program provides for intergenerational learning and understanding as students and older adults work together to meet the needs of children in our community. **Objective 3:** At the conclusion of this workshop, participants will be able to establish an intergenerational learning site that brings students and seniors together in a mutual cause and is fundable through Federal/State contracts, including Bright from the Start and Senior Community Employment Programs. **Objective 2:** At the conclusion of this workshop, participants will have gained insight into the learning and growth students experience by working together side by side with older adults to meet the needs of others. **Objective 1:** At the conclusion of this workshop, participants will have knowledge of a program that brings students and seniors together as they reach out to nutritionally at-risk children during the summer months when school is not in session.

**Session Number:** 245  
**Session Title:** Infusing Global Ways of Being: Developing Course and Curricular Experiences that Explore and Strengthen Global Understanding  
**Sunday, March 1; 8:00 AM-9:30 AM**  
**Infusing Global Ways of Being: Developing Course and Curricular Experiences that Explore and Strengthen Global Understanding, Cheryl A. Osborne**  
**Abstract Body:** Proficient gerontology or geriatric practice includes an understanding of current evidence-based knowledge, professional attitudes, and an appropriate skill base. This proficiency includes global sensitivity that helps learners’ bridge the variety of cultures experienced in all roles and settings of gerontological practice. This is supported by one of the foundational competencies for all practitioners of gerontology: “identify(ing) global aging issues including international aging profiles of developed and less developed countries” (AGHE Competency List, 2014). In order to better understand and therefore work with elders from various cultures and backgrounds it is necessary to expose learners to a variety of global ways of being. Gerontology and geriatric educators are therefore challenged to create, facilitate, and evaluate planned global learning experiences that illuminate the differences and similarities among elders around the world. This interactive workshop explores several experiential learning strategies that are designed to assist learners in acquiring additional global perspectives as they relate to current and future gerontological practice. The experiential assignments are designed for inclusion in existing interdisciplinary courses across the curriculum for all majors. They include short and long term assignments for didactic and practicum courses and are modifiable for differing student levels. Additionally, these assignments may be used as both direct and indirect measures in college and university Assessment Outcome evaluations. An evaluation example is given using AACU’s Integrative Learning and Civic Engagement Value Rubric. During the final portion of the workshop, participants will describe and create a plan for implementing a new learning strategy that incorporates global perspectives. Please bring your creative ideas to build on each others’ work! You will leave with new views and a plan for your own global way of being learning experience. **Objective 2:** Discuss and create a global way of being learning experience. **Objective 1:** By the completion of this workshop learners will be able to: Describe several global learning experiences that can be implemented at either course or curriculum levels.

**Session Number:** 250  
**Session Title:** Training and Preparedness in Care Settings  
**Sunday, March 1; 8:00 AM-9:30 AM**  
**Increasing education to career opportunities for direct care workers from diverse backgrounds: Bilingual core competency trainings for culturally and linguistically diverse direct care workers., Leanne Winchester, Lisa Morris**  
**Abstract Body:** Massachusetts direct care workers (DCW) are known as personal care attendants, personal care homemakers, and home health aides. These workers form the centerpiece of community-based care system. They are frontline caregivers providing hands on care to millions of elderly and people with disabilities in community based settings. Immigrant workers constitute the majority of today’s direct care workforce. Massachusetts’ Personal and Home Care Aide State Training Program (PHCAST) is offered in four languages, Spanish, Portuguese, Haitian Creole and English. Bridging the PHCAST training to the Massachusetts Department of Public Health Nurse Aide Standards offers community colleges and vocational school programs an opportunity to train a culturally and linguistically diverse workforce to advance along an education to allied health career pathway. Increasing turnover rate for this workforce remains a challenge. While some of the reasons for the increased turnover rates include low pay, lack of health insurance, inadequate training, worker burnout, and
lack of advancement opportunities. Career advancement opportunities may contribute to an increase in the direct care workers self-esteem, employment status, and potential pay increases. Linking bilingual core competency training to an allied health career lattice will provide an incentive to the direct care workforce to remain in the long-term support services field supporting the needs of an aging population. The University of Massachusetts Medical School working collaboratively with Quinsigamond Community College and Greenfield Community College continues to develop a comprehensive bridge curriculum that supports the need for a growing, linguistically and culturally diverse direct care workforce capable of providing quality care for Massachusetts consumers. **Objective 3:** 3) Discuss Massachusetts lessons learned from the development of the training program, including the impact on trainees. **Objective 2:** 2) Describe the challenges of training culturally diverse workers as well as the opportunities for partnerships. **Objective 1:** 1) Explain the development of the Massachusetts statewide core competency-to nurse aide training program to support education to career pathways for personal and home care aides.

**Session Number: 250**  
**Session Title:** Training and Preparedness in Care Settings  
Sunday, March 1; 8:00 AM-9:30 AM  
**An Academic-Community Partnership to Address a Critical Need for High-Quality Home Care of Older Adults: Developing the Personal Care Aide Workforce.** *Clare C. Luz*  
**Abstract Body:** There is a projected health care provider shortage due to the aging of the population. National discussions on how to address this shortage focus on training more physicians, nurses, and other health professionals. Meanwhile, Personal Care Aides (PCAs) are among the fastest growing workforce, currently providing the majority of paid home care, particularly direct hands-on assistance with daily living tasks that make it possible for older adults to live in their own homes as independently as possible. Further, due to the extended periods of time spent with clients, in close proximity, PCAs are in a position to affect quality of care and life as well as clinical outcomes and prevalence of adverse events such as falls, ulcers, and nursing home placements. As such, they play a key role in meeting a significant public health need for affordable in-home supports and services. Yet – no federal PCA competency or training requirements currently exist, PCA job conditions are poor, and PCAs are often not recognized as vital members of the care team. Michigan recently participated in a six-state demonstration project funded through a DHHS Health Resources and Services Administration Personal and Home Care Aide State Training (PHCAST) award, to develop and test a comprehensive PCA training program, covering minimum PCA competencies. Michigan State University Family Medicine played a lead role and conducted a rigorous evaluation. The community-based participatory project, Building Training...Building Quality (BTBQ), involved working with community partners in five regions of the state to develop a 77 hour, 22 module training, hold 37 trainings at the local level, and train nearly 400 PCAs. The innovative curriculum utilized interactive, adult-learner teaching strategies, was infused with person-centered philosophy and approaches to care, and emphasized the importance of the PCA role to the care team and client outcomes. Evaluation findings were overwhelmingly positive with evidence of significantly improved student outcomes, e.g. knowledge, skills, and job status including increased employment and job satisfaction. Key findings and lessons learned will be shared that can inform efforts to establish PCA standards and training programs, with implications for addressing the need for a qualified workforce that can provide safe, high-quality home care. This project sets the stage for further research on the association between workforce development and improved clinical outcomes at lower costs as well as the development of geriatric and gerontology education on inclusive care teams that maximize the contribution of all members. **Objective 3:** Session participants will be able to discuss the relevance of Personal Care Aides and their training to geriatric and gerontology education, and to best practices for team-based care. **Objective 2:** Session participants will be able to describe key elements of an effective Personal Care Aide training program and strategies for establishing and supporting such programs in local communities. **Objective 1:** Session participants will be able to explain the link between Personal Care Aide competencies and training, and high quality home care.

**Session Number: 250**  
**Session Title:** Training and Preparedness in Care Settings  
Sunday, March 1; 8:00 AM-9:30 AM  
**Evaluation of a Dementia Training Program for Subsidized Senior Housing Professionals.** *Joan Hyde*  
**Abstract Body:** As professionals in many fields continue their gerontology education outside of academic institutions, it is important for AGHE to continue to explore how best to support learning and credentialing in the work-place. This session will be a report on the evaluation of a dementia training program for professional staff in subsidized senior housing. In 2013
LeadingAge funded a pilot project implemented by Jewish Community Housing for the Elderly (JCHE) to increase their capacity to serve their 1500 residents across five buildings. The primary intervention was the adoption of the Alzheimer’s Association of Massachusetts’ “Habilitation Training.” This training was offered to all Service Coordinators as well as other staff. Over the past decade HUD has encouraged the hiring of Service Coordinators in senior housing throughout the United States. Most of those employed in this position have a college degree, though not necessarily in social service or geriatrics. According to HUD, “Service coordinators assess resident needs; identify and link residents to appropriate services, and monitor the delivery of services. Services involve activities of residents’ daily living (ADLs), such as eating, dressing, bathing, grooming, transferring, and home management. A service coordinator may also educate residents about what services are available and how to use them, and help residents build informal support networks with other residents, family, and friends.” The Alzheimer’s Association estimates that there are three million older adults living with cognitive impairment in community settings in the United States today, including many in such subsidized senior housing buildings. Pilot research suggests that most of Service Coordinators have received little or no preparation for their role in supporting their tenants who have cognitive impairment. Under this project 74 staff received from up to 18 hours of training in two hour modules over several weeks. For this process evaluation measures included increased staff knowledge, staff satisfaction, and numbers of tenants served. The evaluation team also gathered information on the challenges to providing an ambitious training program to staff in senior housing, staff estimates of the efficacy of the pilot intervention in reducing problem behaviors and increasing access to services for their cognitively impaired residents. In addition, as this was the first time the well-respected Habilitation Training was evaluated in a systematic way, this study served as a test of evaluation methodology which will be used in future research. **Objective 3:** Participants will be able to evaluate methodologies for training efficacy. **Objective 2:** Participants will become familiar with the obstacles to providing geriatric training to mid career staff within their work setting. **Objective 1:** Participants will understand the training needs of the growing numbers of senior housing professionals.
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