the positive images, and justifying typical aging-related behaviors significantly improves students' attitudes toward the aging population, and may encourage undergraduate students to select an aging profession. Qualitative evaluation of the course will be conducted in future semesters.

RESIDENTIAL HOMES FOR THE DYING: AN UNTAPPED RESOURCE FOR TEACHING PATIENT-AND FAMILY-CENTERED END-OF-LIFE CARE
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Clinical training opportunities in end-of-life care are lacking, especially in home settings where death is expected and supported as a natural process. The Community Action, Research and Education (CARE) program provides students who are interested in healthcare a better understanding of the challenges of providing end-of-life care. Over 8 weeks, undergraduate students serve as surrogate family members providing care to hospice patients in residential homes for the dying. Additionally, students engage with a formal curriculum by completing online learning modules each emphasizing different skills for providing end-of-life care. This study analyzed data from three cohorts of undergraduate students (n = 21) who participated in the CARE Program. Analyses from assessment surveys revealed that students reported improved knowledge and skills, including enhanced bedside education and training and increased ability to care for someone at the end-of-life after completion of the program. Also, 95% (n = 20) of students over the three cohorts reported that the formal coursework enhanced skills and training related to bedside care. Previous research has examined end of life training in a professional school setting, but the focus was on care in an institutional or facility setting (Billings et al., 2010; Supiano, 2013). The CARE program is a model for experiential learning in a home setting that provides a special lens to the dying experience in a holistic, patient and family centered way.

THE EFFECT OF PERCEIVED APPRECIATION ON CAREGIVER WELL-BEING: A TEST OF EQUITY THEORY
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Equity theory suggests that equal (reciprocal) exchange of support in social relationships leads to better outcomes for members. However, in caregiving, exchange of support may become unbalanced due to heightened instrumental support from caregivers (CG). Imbalance may be exacerbated in dyads where the care recipient (CR) has dementia, since cognitive changes can attenuate expression of social support. One way social support is demonstrated in through show of appreciation. We used data from National Study on Caregiving (NSOC) to test whether CGs who did not feel appreciated by CRs were more likely to experience depression in the future. To accomplish this, we applied lagged dependent variable (LDV) models to the 2011 and 2015 NSOC waves (N=150). CGs who felt appreciated by the CR in the 2011 wave had 0.22 times the odds of being depressed in 2015 as those who did not feel appreciated by the CR (CI 0.07 to 0.68). This effect appears to exist primarily among CGs to people with dementia. In stratified models, we found CGs to people with dementia in 2015 had 0.04 times the odds of being depressed in 2015 if they previously felt appreciated by the CR (CI 0.003 to 0.40). A statistically significant effect was not observed among those assisting someone without depression (OR=0.65, CI 0.22 to 1.91). Results suggest that CGs to people with dementia who feel appreciated have less risk of experiencing depression. Findings have applications for future interventions for caregiver wellbeing, such as enhancing perceived appreciation (e.g., cognitive restructuring, communication training).

STUDYING AGING ABROAD: TWO INTENSIVE COURSES AT DREXEL UNIVERSITY
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The model for short-term study abroad courses—called Intensive Courses Abroad (ICA) is one where various topics can be covered under a single theme over a 10- to 14-day travel timeframe. Students participate in pre-departure assignments, a daily schedule in the host country with meaningful visits followed by group discussions, and a final presentation upon return to the U.S. In both examples presented, the topic is aging. In one, there is a visit to Japan, focusing on aging, technology and culture. Students consider design and lifestyle implications of an aging society. The course includes visits to a geriatric rehabilitation facility and to a residential facility that employs various robots and other technology. Students explore a remote community and its design challenges for an aging society. Participation in a community survey to address a question they plan to pursue for their final project, such as the role of technology in society, how we understand the aging process, and how culture defines aging. In the second course, global aging frames discussions on the way Chile is adopting mechanisms to address chronic conditions associated with aging, including dementia. In the course, students learn about the social and political context. Students observe various ways Chile has adopted innovative approaches to address dementia care and various community-level interventions. Students will reflect in journals regularly and give a presentation about the ways the country is facing the challenges of an aging society where more than 30% of the population is projected to be over 60 by 2050.

SESSION 3380 (SYMPOSIUM)

BEING RESPECTED AND ADMIRE IN OLD AGE: DYNAMICS OF SOCIAL STATUS AND AGING
Chair: David Weiss, Leipzig University, Leipzig, Germany Co-Chair: Jennifer A. Bellinger, Friedrich Schiller University Jena, Jena, Germany Discussant: Manfred Diehl, Colorado State University, Fort Collins, Colorado, United States

Social status - the standing of a person or group in the social hierarchy - is part and parcel of social life and a significant determinant of cognition and behavior. Status hierarchies are basis of virtually all human and primate
societies and assign different roles and privileges to its members. However, the dynamic nature of social status and the underlying mechanisms in old age are not well understood. Therefore, this symposium addresses questions of how social status is influenced by aging-related changes in roles, life events, self-concept, and images of aging and how social status shapes in response personality, subjective age, prosocial behavior, performance, and well-being in old age. Bellinger and colleagues examined objective and subjective social status and their connections to subjective age, attitudes towards aging, and awareness of age-related changes. Zhang shows paradoxical association between aging stereotypes and prosocial behaviors toward older adults. Barber and Hamel investigated how stereotypes of reduced physical competence in old age affect the gait performance on easy and difficult tasks. Weiss and colleagues take a cross-cultural perspective on the different sources of social status in China, Germany, and the US showing that generations in contrast to age groups represent a source of high social status in later life. Finally, Kornadt investigates the dynamic interplay of changes in social roles and personality in old age. Together, these presentations enlarge our understanding of the dynamics of social status in old age.

KEEPING UP WITH THE JONESES: SOCIOECONOMIC STATUS AND SUBJECTIVE PERCEPTIONS OF AGING
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Money may not buy happiness, but can it buy a more positive outlook on aging? Past research examining the associations between indicators of socioeconomic status (SES) and subjective perceptions of aging have been mixed with some finding greater socio-economic resources predict more positive aging perceptions, whereas others find no connection. We examine objective (i.e., income and education) and subjective social status (i.e., MacArthur ladder) and their connections to subjective age, attitudes towards aging, and awareness of age-related changes using hierarchical multiple regression analyzes. Participants (n =296, age range 60-90) completed survey measures online. Results indicate minimal connection between income, education, and aging perceptions. However, perceiving oneself to be higher in social standing compared to one's community was consistently related to more favorable perceptions of aging. Higher community standing may indicate favorable development, fewer stressors, or more resources compared to others, which could contribute to more positive perceptions of aging.

PARADOXICAL ASSOCIATION BETWEEN AGING STEREOTYPES AND PROSOCIAL BEHAVIORS TOWARD OLDER ADULTS
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According to stereotype content model, older adults were perceived as low in competence (but high in warmth). Studies have demonstrated that such negative stereotypes could affect older adults significantly. However, it remained unclear how younger adults could be influenced, especially during intergenerational interactions, i.e., would positive or negative aging stereotypes promote more prosocial behaviors toward older adults. 104 younger adults were randomly assigned to three aging stereotype conditions (i.e., negative, neutral vs. positive), and they were then introduced to play two pro-social tasks (i.e., social value orientation and ultimatum game), in which they were imagined to play with either a younger or an older adult. It was found that younger adults exhibited more prosocial tendencies toward older partners than that to younger partners in both tasks. Moreover, activation of a negative aging stereotype could make younger adults behave more prosocially to the older partners in the social value orientation task.

SOCIAL ROLES AND PERSONALITY IN LATER LIFE
Anna E. Kornadt,1 and Anna E. Kornadt2, 1. Bielefeld University, Bielefeld, Germany, 2. Bielefeld University, Bielefeld, Nordrhein-Westfalen, Germany

Despite considerable stability of the Big Five personality traits, there is evidence for personality plasticity and change across the lifespan. In younger years, the investment in social roles, such as entering worklife or starting a family has been shown to drive personality change. With regard to personality in later life, the investigation of social roles has so far been neglected. A questionnaire was developed to assess a large number of social roles that can be assumed in the second half of life. N = 306 participants aged 50 to 86 years reported on their social roles and rated their personality traits. Results show that assuming and investing in certain social roles (e.g. friend, retiree, volunteer) mediated the effects of age on the Big Five, especially for the oldest participants and in the domains openness and extraversion. The findings support the importance of social roles for personality also in later life.