INTERGENERATIONAL EMPLOYEE NETWORK

AGEISM: COLLABORATIVE INTERVENTION
TRAINING CREATES ATTITUDE MODIFICATIONS
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Lack of positive attitudes towards aging has shown to cause challenges within intergenerational networks in employment situations. These can include job satisfaction, intrinsic motivation to work, and ageism subjectivity as underlying determinants and consequences. The collaborative intervention pilot training program goals were two-fold: 1) To expose and understand ageism as a discriminatory action. 2) To create a more positive social dynamic network in a diverse workplace in regard to general expectations of ageism. Two team-based learning intervention programs were created in order to increase collaborative awareness of ageism and were presented to a medium size intergenerational department staff (N=64) as part of a professional development series on equity, diversity and inclusion. Through three multidimensional self-help training activities, learning was done individually, within similar age employee groups, and within intergenerational employee groups. Participants were able to discuss and express general understandings and expectations of aging and learning tools such as intergenerational reactivity and emotion regulation strategies were presented. Within survey responses at the completion of the trainings, key findings showed that respondents had a better understanding of ageism (76%) and felt better equipped to work within an employment team of diverse ages (71%). Additionally, the subject matter of this pilot training program resulted in re-conceptualized positive aging (61%). Future implications and goals for the program include interventions to further increase positive intergenerational understanding and workplace generational inclusiveness.

CROSS-SECTOR COLLABORATION TO BUILD DEMENTIA-FRIENDLY BUSINESSES: ENGAGING STUDENTS IN PUBLIC ISSUES IN AGING
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Despite a nationwide campaign to build dementia friendly communities, increasing awareness and engagement with programs like Dementia Friendly Businesses remains a challenge for local champions. To create welcoming environments for people living with dementia (PLWD), communities may benefit from cross-sector collaboration. Fundamental to collaborative efforts is the conviction that individuals, families, businesses, organizations, and institutions each play a role in reducing the stigma associated with dementia and facilitating welcoming environments. This exploratory study considers the outcomes of a cross-sector collaboration between a university, a hospital, individual community members, and students to build awareness of the need for new norms that reduce stigma for people living with dementia. We measured change at each ecological level. Through this collaboration, 61 local businesses and organizations are now DFB certified, 350 individuals have participated in training, and 150 students have joined 12 community trainers to advocate for dementia friendly spaces. Students’ survey responses show that 75% agree or strongly agree that the project engaged them in a meaningful real world experience and advocating for the need for dementia friendly spaces. PLWD provide qualitative data on feeling welcomed in the community. The university and hospital co-created an online open access dementia friendly training taken by 89 people in 6 months. 150 community members came together for a day-long workshop to build capacity and innovate solutions. Implications of the project suggest that changing cultural norms about dementia requires creative solutions that meaningfully engage individuals, organizations, institutions, and communities to collaborate across multiple sectors.

THE USE OF CREATIVITY WITH CLIENTS WITH DEMENTIA TO ENHANCE STUDENT LEARNING AND POSITIVE PERCEPTIONS
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Funding and productivity demands combined with curative approaches of medicine can make working with older adults less appealing to health professionals (Samra et al, 2013 George et al, 2013). It is essential to recognize and address such perceptions to promote the provision of quality, humanistic healthcare. Educators can impact perceptions by facilitating innovative opportunities for interaction with older adults, especially those in dementia care. Creative therapies, such as art, music, and storytelling provide opportunities for reminiscence and self-expression and have been proven to yield potential psychosocial benefits for people with dementia including enhanced well-being, lessened cognitive decline, decreased anxiety and depression, and improvements in memory, social interaction, orientation, and cognitive functioning. (Phillips et al, 2010; Subramaniam, Trentham, n.d.; Woods, & Whitaker, 2013). Similarly, these interventions yield benefits for facilitators such as increased comfort and higher levels of humanistic care for clients with dementia (George et al, 2013, & 2014). The proposed presentation will provide evidence related to the benefits of creative therapies for people with dementia and highlight methods for integrating this into healthcare curricula in addition to supporting evidence and positive outcomes.

EXPLORING DEATH AND DYING WITH HEALTHCARE STUDENTS
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Although death is a universal experience, many avoid discussing or learning more about the topic (Mak, 2011). However, healthcare professionals are expected to be knowledgeable, resourceful, and professional within their scopes of practice, but oftentimes avoid end of life topics (Ramvi & Gripsrud, 2017). Students also report concerns when working with clients at the end of life expressing fear of how they will handle an encounter with a dying client (Ek et al., 2014). Therefore, professionals need didactic and personal preparation to be more comfortable with discussions related to end of life treatment and planning (Kumar et al, 2013). Evidence supports that students can benefit...