their end-of-life wishes, including discussion and documentation of an advance directive. Significant gaps in ACP among underserved populations have been well documented. Research suggests a successful strategy for increasing the communication between provider and patient about ACP is to educate clinicians on this important issue. Three, 2.5 hour training sessions were provided to healthcare staff of a large chain of older adult primary care clinics across three states. Lecture materials were created and presented by a palliative care (PC) physician and PC nurse practitioner. Presentations were held both in person and virtually. Participants were asked to complete a pre/post-training survey online which included a validated 17-item ACP Self-Efficacy Scale (Baughman, 2017), perceived barriers checklist, and additional quality improvement measures. A total of 131 providers attended one of three training sessions. 76 providers (58.0%) and 47 providers (35.9%) completed pre- and post-training surveys respectively. Scores on a 17-item validated ACP Self-Efficacy Scale were significantly higher after training (Wilcoxon signed rank test, Z= 4.42, p <.001). Participants ranked “lack of time” as the number one barrier to having ACP conversations both before and after the training, whereas “lack of training” ranked 2nd and fell to 7th after the training. These initial results suggest ACP self-efficacy among providers can be increased through a one-time training session. Previous literature has highlighted the importance of provider self-efficacy as factor in increasing ACP conversations with patients.

Session 9225 (Poster)

Education on Aging and Older Adults

A RETROSPECTIVE STUDY OF RETIRED ACADEMICS: LONG-TERM CAREER BENEFITS OF PAST MENTORING BEHAVIORS
Giovanna Garrido Blanco,1 Jordan Boeder,2 Veronica Fruht,3 Kevin Erikson,2 Sarah Hwang,2 and Thomas Chan,2 1. California State University Northridge, Chanhassen, Minnesota, United States, 2. California State University Northridge, Northridge, California, United States, 3. Dominican University of California, Dominican University of California, California, United States

While there is extensive literature on the benefits of mentoring for mentees, less is known about the impact of those relationships on mentors, particularly, after mentors complete their careers (i.e., retirement). For academics, the time and energy spent mentoring students can either be beneficial or costly to productivity. This study explores the associations between past mentoring and present evaluations of retired academics’ careers, seeking to investigate the long-term career benefits of mentoring. Understanding the evaluation of older adults’ careers at retirement in relation to their prior engagement in mentoring is critical, as mentoring is an integral component of careers in academia. Survey data were collected from a national sample of 277 retired academics averaging 73.6 (SD=6.2) years old and 7.7 (SD=5.8) years post-retirement. Results from structural equation models demonstrated that retired academics who reported having more protegees (β=.19, p=.024) and engaged in more mentoring behaviors (β=.18, p=.027) exhibited increased objective career benefits. Providing more mentoring functions was also associated with higher subjective career achievement (β=.33, p<.001). Interestingly, the number of mentees and mentoring behaviors were not correlated to career satisfaction. Findings from the current study demonstrate the association between past mentoring experiences with career success. Examining the link between mentoring behaviors and overall assessments of career in retirement offers important insight into the long-term benefits of mentoring in higher education training prompting further research into the realization of these benefits in later life.

APPLYING THE NEW WORLD KIRKPATRICK MODEL TO EVALUATE AN ONLINE TRAINING COURSE INTRODUCING A MULTI-SENSORY DEVICE
Jennifer Perion,1 Victoria Steiner,2 Jennifer Kinney,3 Kimberly McBride,2 and Barbara Saltzman,4 1. University of Toledo, Temperance, Michigan, United States, 2. University of Toledo, Toledo, Ohio, United States, 3. Miami University, Oxford, Ohio, United States, 4. University of Toledo, University of Toledo, Ohio, United States

Online education offers care providers flexibility and convenience. Applying the New World Kirkpatrick Model of training evaluation, this descriptive study evaluated the design and content of a 30-40 minute online training course that introduces direct-care workers to a multi-sensory device to help manage dementia symptoms in older adults. Following course completion, an online survey obtained ratings of engagement (i.e., aesthetics, ease of use, novelty, and involvement), relevance, and knowledge/skills gained from the training using a 5-point Likert scale. A convenience sample of 72 undergraduate students enrolled in health science and human service programs at a Midwestern university participated. The majority were white (83.3%), non-Hispanic (81.9%) females (88.9%). Most participants agreed or strongly agreed (median=4) with positive statements related to engagement with the course. Statements about relevance to their intended career were rated even higher (median=5). Wilcoxon signed-rank tests for matched pairs revealed statistically significant improvements on self-reported pre-post knowledge/skills scores (p<.005). The results indicated that participants found the training aesthetically pleasing, easy to use, novel, and that it encouraged user involvement. Participants thought the topics covered were relevant to the professional career they are pursuing, and they learned new knowledge/skills. Responses to open-ended questions suggested improvements to the design (e.g., color choice) and content (e.g., expanded topics and resources). Future research will evaluate a revised course with direct-care workers who will use the multi-sensory device in long term care facilities. Subsequently, an intervention study will determine the effectiveness of the device in increasing the well-being of people with dementia.

EFFECT OF EXCHANGE THROUGH KENDO ON THE IMAGE OF THE ELDERLY OF JUNIOR HIGH SCHOOL KENDO CLUB MEMBERS
Daisuke Matsumoto, and Hayato Uchida, University of Hyogo, Himeji-city, Hyogo, Japan

This study targeted junior high school kendo club members who have practice experience with elderly kendo