

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

Chantelle Sharpe,¹ and Carol Weisse², 1. *Connecticut College, New London, Connecticut, United States*, 2. *Union College, Schenectady, New York, United States*

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 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

Kylie Meyer,¹ Frank Puga,¹ and Carolyn E. Pickering¹, 1. *University of Texas Health Science Center San Antonio, San Antonio, Texas, United States*

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

Kristine A. Mulhorn,¹ Jesse F. Ballenger,¹ Katherine F. Clark,¹ and F Yoshinaga¹, 1. *Drexel University, Philadelphia, Pennsylvania, United States*

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 ADMIRED IN OLD AGE: DYNAMICS OF SOCIAL STATUS AND AGING

Chair: David Weiss, *Leipzig University, Leipzig, Germany*

Co-Chair: Jennifer A. Bellingtier, *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