to early detection and brain health education for at-risk populations.

PREPARING STUDENTS TO INTERACT WITH PERSONS WITH DEMENTIA IN A RESEARCH CONTEXT

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By U.S. Centers for Disease Control and Prevention estimates, the number of older adults with Alzheimer's Disease and related dementias (ADRD) is expected to increase 278% by 2060 to affect approximately 13.9 million individuals. Research is needed to not only improve understanding and treatment of ADRD but to also study its effect on the physical, emotional, and psychological well-being of persons with dementia (PWD) and their care partners (CP). However, due to the diminishing cognitive and functional capacities of PWDs associated with the progression of ADRD over time, research efforts are sometimes hampered by a plethora of potential scientific, logistical, ethical, and emotional barriers. This session will introduce an educational approach used to train students who are interested in conducting in-home research among PWDs and their CPs and share lessons learned through the program's pilot training of undergraduate and graduate students (N=6). Through didactic training, role-playing exercises, and experiential learning processes, trainees are equipped to accompany research project interviewers into the homes of PWD and assist in implementing research protocols. Students receive extensive training in the disease trajectories of ADRD, the impacts of disease on PWDs and their CPs, ways to communicate and interact with PWDs, best practices in promoting the protection and autonomy of human subjects with dementia, and approaches to obtaining quality data for research.

TEACHING WITH TOONS: DESIGNING A NOVEL BLENDED-LEARNING CURRICULUM FOR COGNITION AND DEMENTIA IN NURSING EDUCATION

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There is a shortage of learners completing nursing training and pursuing roles in geriatrics and dementia care, possibly caused by ageism, misconceptions, and personal experiences such as with family members, along with uncertainty and discomfort and providing care to this population. Using Kern's six-steps of curriculum design, we set out to design a novel, blended-learning intervention to improve dementia education at a local nursing school. After reviewing the literature, local needs assessments were carried out in the form of stakeholder discussions and semi-structured interviews with a subset of nursing students. Interview results, themes from the literature, and incorporation of the current learning objectives in the existing curriculum, were integrated to create a new lesson plan, including a "flipped classroom" component using 2D vector animation, as well as animation-assisted, interactive, case-based lecture and discussion format. Media was designed through an iterative process including review of content outline, objectives, storyboards, and concept art by stakeholders and content experts throughout the design process. This novel approach to interdisciplinary, blended-learning curriculum design has the potential to improve nursing student attitudes and foundational knowledge about dementia and cognition.

TRAINING PROGRAM IN POPULATION NEUROSCIENCE OF ALZHEIMER'S DISEASE AND AGE-RELATED DEMENTIAS

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The recent successes of medical science in extending lifespan, with marginal improvements in healthspan, have increased the number of adults reaching very old ages, but also their burden of age-related comorbidities. For these "new" populations of older adults, cumulative exposure to chronic conditions, biological and chronological aging as well as lifelong environmental factors, interact with each other in ways that are both very complex and not yet well understood. Understanding these complex pathways and their contribution to brain aging is fundamentally important to conduct rigorous etiological research into the causes of ADRD. We are also seeing great technological advances in measuring health factors in general and brain characteristics in particular, the application of which is providing ever more precise phenotypes but also very large and complex datasets. Such "big" data require careful sampling designs and analytical approaches infused with an understanding of the condition being studied to effectively produce new knowledge to move research to treatment and prevention. We propose that the successful clinical neuroepidemiological investigators of the future must be able to link comorbidities, environmental exposures, lifestyles, genomics, e.g. host susceptibility, with knowledge of modern technology of neurosciences and measurement of brain disease and data science. We will describe our experience at the University of Pittsburgh in leading a new training program in Population Neuroscience of ADRD. Our curriculum responds to the changing landscape of career pathways, technological innovations, and demographic shifts in the aging population.

SESSION 2803 (PAPER)

UPDATES ON INTERPROFESSIONAL LEARNING STRATEGIES

EXPANDING WORKFORCE CAPACITY TO CARE FOR OLDER VETERANS: THE VA GRECC INTERPROFESSIONAL TRAINING EXPERIENCE

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