reduce stigma and encourage them to work with older adults with SMI will be presented.

A THEORETICAL FRAMEWORK FOR THE DEVELOPMENT OF VIEWS OF ONE'S OWN AGING

Sarah Marrs, Jennifer Inker, Madeline McIntyre, Leland Waters, and Tracey Gendron, *Virginia Commonwealth University, Richmond, Virginia, United States*

Senior mentoring programs have been established that provide medical students exposure to a community-dwelling older adult mentor. The goal of these programs is to expose students to healthy older adults, increase knowledge of geriatrics, and prepare them to care for an aging population. However, even while participating in a senior mentoring program, health professions students still demonstrate some discriminatory language towards older adults (e.g., Gendron, Inker, & Welleford, 2018). In fact, research suggests ageist practices occur, intentionally or not, among all health professions and within assisted living and long-term care facilities (e.g., Bowling, 1999; Dobbs et al., 2008; Kane & Kane, 2005). There is reason to believe that how we feel about other older adults is a reflection of how we feel about ourselves as aging individuals. As part of an evaluation of a Senior Mentoring program, we found that students' attitudes towards older adults were not significantly improved (t (92) = .38, p = .70). To further explore this, we collected subsequent qualitative data. Specifically, we asked students to respond to the open-ended prompt before and after completing their senior mentoring program: How do you feel about your own aging? Our findings have revealed just how complex students' views towards aging and elderhood are, pointing to a need to develop a theoretical framework for how these views are formed. Thus, the results of this qualitative grounded theory study illustrate the stages of development medical students' progress through as they come to accept themselves as aging humans.

ACROSS GENERATIONS: A UNIVERSITY COURSE PROMOTING INTERGENERATIONAL RELATIONSHIPS

Megan Foti, *Stockton University, Galloway, New Jersey, United States*

In order to support University students in meeting general studies requirements, while also promoting knowledge and understanding related to aging, Across Generations was developed. Across Generations provides students with a basic understanding of intergenerational relationships and the importance of fostering intergenerational collaborations in order to positively influence our communities. Beyond topics in older adulthood, this course helps students learn more about different generations, diverse cultures, and how to interact and form meaningful relationships with those different from them. Students also have an opportunity to interact with older adults and reflect on their experiences. Additionally, they complete a needs assessment and program development activities in order to identify relevant needs and identify ways to address them. In some cases, actual programs are developed and continue after the course ends. Across Generations topics include: introduction to aging and intergenerational relationships, learning from each other and the benefits of fostering intergenerational relationships, public policy, grandfamilies, older adult isolation, cross-cultural considerations, conflict resolution from an older adult viewpoint, and identifying needs and creating opportunities. This presentation shares the course development process, course learning outcomes and topic outline, student experiences and feedback, and recommendations for similar course development.

ACTIVE AGING FOR UNDERGRADUATE UNIVERSITY STUDENTS: LESSONS FROM STUDENT SEE ME AT 70 COURSE REFLECTIONS

Emily Roberts, *Oklahoma State University, Stillwater, Oklahoma, United States*

Demographic factors tell us that the number of adults age 65 and older will nearly double by 2030. A holistic and proactive approach to providing positive outcomes in aging requires integrated strategies focusing on providing organizational structures to support this demographic shift. Active aging is a framework first developed by the World Health Organization optimizing opportunities for health, participation and security in order to enhance quality of life as people age. Active aging allows people to realize their potential for physical, social and mental wellbeing throughout the life course. This presentation shares outcomes from a university honors active aging seminar entitled Active Aging for L.I.F.E. in which students were provided with information on a wide range of topics in order to build their personal understanding of the relationships between Longevity, Independence, Fitness and Engagement. Student were then asked to develop a final paper entitled See Me at 70, in which they were to use the course content to develop a narrative of power and inspiration about their future self at age 70. What tactics would be used through their lifespan to develop a behavior and belief system which would enable them to live their life to the fullest both physically and cognitively? How would they respond to the challenges of aging and turn them in to opportunities? This presentation shares key themes of the student work, including the relationships between independence and interdependence, the connections between physical and cognitive health, maintaining purpose and facing unforeseen challenges with a positive attitude.

AGE-FRIENDLY UNIVERSITY CAMPUS INVENTORY

Maria Claver,[1] Adriana Weathersby,[2] Alexandra Wilkinson,[2] and Nicole Smith,[2] *1. California State University, Long Beach, Whittier, California, United States, 2. California State University, Long Beach, Long Beach, California, United States*

An increasing number of older adults are turning to educational institutions to provide career training, intellectual stimulation and social interaction. Response to the educational needs and interests of this emerging population calls for new opportunities and innovative practices of teaching, research, and community engagement that colleges and universities are poised to offer. In Summer 2018, CSULB became the third university in California to be designated an Age-Friendly University. This study aimed to identify strengths and opportunities for growth at CSULB as related to each of the 10 Age-Friendly University principles. This study is part of a larger, national study conducted by researchers from