

TESTING THE JOHN HENRYISM HYPOTHESIS ON CARDIOMETABOLIC HEALTH AMONG OLDER AFRICAN AMERICANS

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In the context of racism, the John Henryism Hypothesis posits that prolonged high-effort coping, which is referred to as John Henryism, may take a toll on physical health among individuals from low socioeconomic status (SES) backgrounds, particularly low SES African Americans. This study aimed to test the John Henryism Hypothesis among older African Americans by examining the combined effect of John Henryism and childhood SES on cardiometabolic health indexed by metabolic syndrome and systemic inflammation. Data were drawn from a sample of 170 urban older African Americans (Mage = 67.4 years, 75.9% female), who completed questionnaires assessing John Henryism and childhood SES (i.e., parental education). Blood pressure, waist circumference, and fasting blood were also collected to assess metabolic syndrome and systemic inflammation. Results indicated that John Henryism was significantly associated with elevated metabolic syndrome symptoms among older African Americans reporting low childhood SES ($b = 0.42$, 95%CI = [0.02, 0.83]), but not among those with high childhood SES ($b = -0.33$, 95%CI = [-0.78, 0.13]). This result was robust to a variety of demographic variables, lifestyle behavioral factors, and health conditions that are known to be associated with metabolic syndrome. A similar pattern of results, however, did not emerge for systemic inflammation. Our findings highlight the importance of considering the joint impact of early childhood socioeconomic backgrounds and individual psychological proclivities in explaining the elevated cardiovascular disease risk among older African Americans.

Session 3555 (Paper)

Innovations in Gerontological Pedagogy and Practice

AN INTEGRATIVE APPROACH TO PROMOTING WELLNESS IN OLDER ADULTS: AN ONLINE UNDERGRADUATE COURSE

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As gerontology and geriatric programs look to grow their connections with health and allied health areas, examining emerging health care areas is important. Thus, this session will present key concepts and pedagogical strategies from an innovative online undergraduate course, An Integrative Approach to Promoting Wellness in Older Adults, that is taught in the Erickson School at the University of Maryland at Baltimore County. The course brings together a conventional western allopathic approach and a holistic, patient-centered, integrative approach which includes complementary therapies, to promote wellness in older adults. Specifically, the

session will present a comparison of the philosophical premises of conventional western and integrative approaches to health promotion. It will present a holistic model of health, an overview of the effectiveness and safety of different complementary therapies, and examples of how an integrative approach with conventional western and complementary therapies can be used in to promote health in older adults with particular chronic conditions. Also, a discussion of the incorporation of diversity content in the course, an integrative approach to health promotion for underserved populations, and specific pedagogical strategies used to facilitate learning in synchronous and asynchronous online learning environments are included. Session presentation techniques include a PowerPoint presentation, demonstration of examples of conventional western and integrative approaches to health promotion in older adults through case studies, and audience participation.

CREATIVE ARTS INTERVENTIONS AS A WAY TO COMBAT AGEISM AND INCREASE STUDENT INTEREST IN GERONTOLOGY

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Despite the continuous, growing need for health professionals who are trained to work with older adults living with Alzheimer's disease and related disorders (ADRD), research shows that recruitment and retention of gerontological health care professionals remains low. Ageism plays an important role in this resistance and continues to have societal impact, even proliferating in disturbing ways during the COVID-19 pandemic via stereotypes, discrimination, and framing in the media. Gerontologists in various health professional educational settings continue to address the need to infuse aging content in creative ways and increase the competency of all health professionals to combat ageism and understand the importance of specialized care for this population. Our gerontological research team has engaged students in various ways to increase interest in aging issues and ADRD. Current research projects involve the implementation of non-pharmacological, creative arts interventions, including Mason's Music & Memory Initiative (M3I) and TimeSlips, both which have the potential to appeal to intergenerational partnerships and provide students with tools to communicate better with those living with ADRD. We examined attitudes about aging among undergraduate and graduate students (N=78) who have completed our training modules and/or participated in these two projects. The asynchronous trainings provide content on ADRD and the implementation of non-pharmacological, creative arts interventions. We examined students' attitudes about aging and ADRD and analyzed their open-ended responses regarding their experiences with someone living with ADRD. Various levels of education, relationships with older adults, and life experience influenced their responses regarding their attitudes about aging.

DESIGNING SOCIALLY ASSISTIVE ROBOTS FOR PEOPLE WITH ALZHEIMER'S AND RELATED DEMENTIA

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Alzheimer's disease (AD) is the most common form of dementia and is associated with memory loss and cognitive impairments that affect daily life. Approximately 5.8 million older adults in the U.S. are living with AD. People with AD often require high levels of care and assistance to maintain daily activities. The majority of care provided to a person living with AD or other forms of dementia is from a family caregiver, representing 18.6 billion hours of unpaid care valued at \$244 billion. The long duration, time-intensive nature of caregiving imposes high burdens on caregivers. We designed a socially assistive robot to engage in conversation with people with AD, by engaging in conversation, helping them conduct simple daily tasks, and relieving caregivers of some of their responsibilities. Using design-thinking methodology, a prototype social robot has been created using 3-d printing technology and a single board computer based on raspberry Pi. Interaction between human and robot is implemented using the Mycroft open source voice assistant. The authors demonstrated that the robot is able to have natural conversations with human users. The overall cost of the robot is estimated to be less than \$300, rendering it possible for wide distribution among the public. Future research includes further implementation of various cognitive assessment and cognitive training programs using the social robot to improve the quality of life for people living with AD.

GENERATIONAL VIEWS OF LIFE CHALLENGES AND THE AGING PROCESS: INFLUENCE OF RELATIONSHIP TYPE, FREQUENCY, EXPERIENCE

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This study, conducted within a higher education setting, examines and compares views of younger adults (age 20-24) and older adults (age 65-97) in two major areas; life challenges and aging processes. Are they complimentary, neutral, or opposing? We investigate views and the potential association to relationship type (family relation, close contact, casual), frequency (times interacting per month) including mode of communication (face-to-face, phone, visual technology), and narrative of overall experience. A mixed-method approach incorporated convenience survey data and extensive in-depth interviews. Data collection instruments were designed and conducted by students in an upper-division wellness and aging course at SUNY Oswego. Students partnered with older adult study participants. Participant (n=80) inquiries centered on life challenges (COVID, adversity, loss, discrimination/bias, regrets) and aging processes (views on aging, life expectancy, changes in health). The study also examines the impact of the 3-credit course on aging views; specifically did they change their life expectancy choice (years) from the week one by the end of the course.

INNOVATIONS IN WORKFORCE EDUCATION FOR FAMILY CAREGIVING

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The number of adults providing care to a family member in the US is estimated at more than 50 million, with nearly half of those individuals providing complex care. National organizations, such as AARP, and federal programs, such as the Geriatric Workforce Enhancement Program, have identified the family caregiver as an integral member of the health care team, yet there is a paucity of clinical workforce education programs for how best to partner and support family caregivers. A virtual summit was held in September 2020 to highlight existing educational programs designed to prepare undergraduate and graduate health professional students or practicing clinicians in their efforts to support family caregivers. The meeting consisted of a keynote, 6 podium presentations and 12 poster presentations. Primary themes emerged around target learners, curricula topics, and outcomes. Programs targeted learners from across the workforce, from undergraduate students to continuing professional education programs, with the majority targeting graduate (masters and doctoral) learners. Several programs were interprofessional in development, delivery and target learner. Curricula topics varied across programs and included caregiver assessments, multicultural considerations, communication, care plan development and risk screening. Education outcomes primarily focused on assessment of participants' confidence and knowledge. The summit highlighted that the topic of family caregiving is included in clinical education inconsistently, if at all. The summit helped identify gaps in education, curriculum development, and the need for common learning outcomes to strengthen a clinician's ability to support family caregivers as part of the care team.

Session 3560 (Symposium)

INTERGENERATIONAL PROGRAMMING DURING THE PANDEMIC: TRANSFORMATION DURING (CONSTANTLY) CHANGING TIMES

Chair: Shannon Jarrott

Co-Chair: Skye Leedahl

Discussant: Donna Butts

Implementing intergenerational programming amidst the COVID-19 pandemic has required creativity, partnership, and dedication to the work. Most intergenerational programs involving in-person meetings or events are accompanied by guidelines to protect participant health and safety. Programming is routinely cancelled or postponed due to poor weather or contagious illness, particularly when a vulnerable population is involved. The needs for safety precautions and continued intergenerational contact were both amplified during the pandemic, leading many to modify or innovate ways to engage generations rather than eliminate contact for extended periods. Technology has afforded new approaches to engage young people and older people with each other; non-technological ways have also proven effective. This symposium will address strategies used to implement intergenerational programs during the pandemic. Authors will highlight lessons learned and strategies they expect to retain in the future. The first paper describes a pivot in nutrition programming designed for a shared site