Cognitive Decline at baseline, and 23% expressing the same at post-test. The majority of participants reported increases in using memory-strategies (63-97%) and lifestyle-promoting behaviours (40-72%). All participants reported moderate to high satisfaction with personal goal attainment. Results support feasibility, acceptability, and impact of a self-guided e-learning adaptation of memory intervention. E-learning tools may be a promising avenue to deliver accessible brain health promotion in later life, especially in the context of the shift to virtual care during and beyond COVID-19.

FORMATIVE EXAMINATION OF A MULTI-FOCUS EDUCATIONAL EXERGAME DESIGNED FOR OLDER ADULTS

Laurie Ruggiero,[1] Elizabeth Orsega-Smith,[2] and Roghayeh Barmaki,[2] *1. University of Delaware, University of Delaware, Delaware, United States, 2. University of Delaware, Newark, Delaware, United States*

Exergames and digital health games have shown promising outcomes in older adults. Most games have had one focus (e.g., physical activity, cognitive functioning). We developed a demonstration version of a multi-focus educational exergame (i.e., healthy eating, physical activity, cognition) that builds on healthy aging theory. Community-engaged and mixed methods (e.g., surveys, focus groups) research approaches were used to examine preliminary game acceptability and usability. The game was demonstrated with 20 senior center members (95% female; 48% African American; 52% White; average age 64 years) and participants were able to play the game. The post-gameplay survey results support acceptability/usability of the game. For example, 87% of participants "agreed" or "strongly agreed" that they felt comfortable playing; the game instructions were clear; the text was readable; and gameplay was enjoyable. The majority also "agreed"/"strongly agreed" that the audio was appealing/helpful in playing the game (86%); sound quality was appropriate (78%); hand tracking was precise (57%); feedback on correct/incorrect responses was motivating (73%); they felt excited to get the correct answers (80%); they would play the game again (87%); and they would recommend it to a friend/family member (80%). When asked how often they would play it, the responses were: 33% five or more times/week; 27% three-four times/week; 20% one-two times/week; and 20% never. Observations and focus groups further clarified acceptability and identified areas for improvement (e.g., game instructions). Preliminary results support acceptability of this multi-component educational exergame with older adults and suggest the potential for future tailoring of this game.

FUNCTIONAL STATUS IN OLDER ADULTS WITH PERIPHERAL ARTERY DISEASE IN KOREA: A CROSS-SECTIONAL STUDY

Yesol Kim,[1] Mihui Kim,[1] Gi Wook Ryu,[2] and Mona Choi,[1] *1. Yonsei University, Seoul, Seoul-t'ukpyolsi, Republic of Korea, 2. Namseoul University, Cheonan, Ch'ungch'ongnamdo, Republic of Korea*

Peripheral artery disease (PAD) is a chronic, progressive atherosclerotic disease resulting in worse functional status. It is an important factor that affects mobility and quality of life in older adults with PAD. This study aimed to identify the functional status and its associated factors of older adults diagnosed with PAD. We conducted a cross-sectional study among older adults aged 65 above diagnosed with PAD at a tertiary hospital in Seoul, Korea. Participants' functional status was measured using a Walking Impairment Questionnaire (WIQ) which consisted of distance, speed, and stair-climbing. We measured cardiac health behavior, social support, health perception, and clinical manifestation through self-administered questionnaires. Among 94 participants, the mean age was 74.98±6.21 years, and 91.5% were male. The mean score of WIQ was 0.59±0.30 out of 1; the mean scores for distance, speed, and stair-climbing of WIQ were 0.67±0.40, 0.45±0.27, and 0.64±0.37, respectively. Participants' functional status was significantly associated with age (β=-0.012, P=.002), sex (β=-0.284, P=.001), ulcers of the lower extremity (LE) (β=-0.242, P=.031), using a walking-assist device (β=-0.240, P=.002), walking difficulty due to pain of LE (β=-0.142, P=.006), and health behavior about physical activity (β=0.099, P=.021). This regression model predicted 53.5% of participants' functional status (F=8.63, P<.001). This study indicated that younger age, female, independent walking, no ulcers of LE, no walking difficulty, and higher physical activity behavior were significantly associated with better functional status in older adults with PAD. Therefore, healthcare professionals should develop and provide interventions to promote physical activity and alleviate symptoms to enhance functional status.

GENERATIVITY IN LIFE REVIEW: DISCOVERING LIFE LESSONS AND WISDOM IN NATURALISTIC INTERGENERATIONAL CONVERSATIONS

Patricia Chilton,[1] Cindy Woolverton,[2] Elizabeth Glisky,[1] Matthias Mehl,[1] and Matthew Grilli,[1] *1. University of Arizona, Tucson, Arizona, United States, 2. Michael E. DeBakey VA Medical Center, Houston, Texas, United States*

According to the theory of generativity, one would expect older adults to inherently feature life lessons in naturalistic conversations with younger adults. Little though, is known about the process of these conversations, and to what extent they convey wisdom characteristics. In this project, intergenerational conversations between university students and older adults living in assisted and independent living communities were analyzed to identify life lessons within older adults' informal life reviews. In the original study, 37 young and 52 older adults engaged in an intergenerational interaction as part of an undergraduate course. These conversations were recorded with participants' consent, and transcribed with identifying information removed. For the current project, we analyzed 15 of these recorded conversations, averaging 46 minutes each between 10 students and 5 older adults to (1) develop a coding scheme and procedure to examine life lessons in intergenerational conversations, and (2) investigate whether wisdom characteristics are embedded into life lessons shared in this context. On average, each older adult referenced 4 life lessons (SD = 2) per conversation, which were coded for the following constructs: meaning making, personal growth, emotional valence, wisdom characteristics, life lesson type, and autobiographical memory type. Exploratory analyses suggest life lessons are inherently integrated into naturalistic intergenerational