Envisioning Ageless Futures at ASU

Trinity Lê, Christine Leavitt, Melissa Richardson, Fernanda Viera, & Haley Wiesenhofer
Intro

- In this class we’ve talked about ageism and the struggles ageing people often face
- Our group is focusing on these issues on the ASU campus through three major methods:
  - Survey analysis, qualitative interviews with students over the age of 25+, and analyzing the 10 Principles of Age Friendly University
### Survey on Ageism at ASU

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
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<tr>
<td>Male</td>
<td>69</td>
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<tr>
<td>Non-Binary/Other</td>
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<tr>
<td>On-Campus Undergraduate</td>
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<tr>
<td>Online Undergraduate</td>
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</tr>
<tr>
<td>On-Campus Graduate</td>
<td>16</td>
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<tr>
<td>Online Graduate</td>
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</tr>
<tr>
<td>Not ASU Student</td>
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</tr>
<tr>
<td>25+</td>
<td>38</td>
</tr>
<tr>
<td>&lt;25</td>
<td>128</td>
</tr>
<tr>
<td><strong>TOTAL RESPONSES</strong></td>
<td><strong>175</strong></td>
</tr>
</tbody>
</table>
Factor 1: Antilocution

Negative remarks about a group behind their back

I would prefer to have a young student as my roommate rather than an old student as my roommate.

Many old students are happiest when they are with students their own age.

Old students are very diverse in their political opinions.

Old students should feel welcome at the social gatherings and parties of young students.

Old students should be able to participate equally in all ASU social organizations as younger students.

Old students should receive fewer scholarships because they need less money to meet their needs.
**Survey - Ageism at ASU**

**Factor 2: Avoidance**

**Actively keeping away from people in a group**

I regularly choose to spend time with old students outside of class.

It is best that old students live separately from younger students.

^I frequently see old students at ASU campus.

I would be excited to have an old student assigned as my partner for a class project.

Old students don’t really need to use ASU sports facilities.
**Factor 3: Discrimination**

Unjust treatment of different categories of people

In class, I generally choose to sit by students who are around my own age.

In class, old students act like they know more than younger students.

^Suicide is more tragic among young college students than suicide among old students.

The company of most old students is quite enjoyable.

I am uncomfortable when old students try to make conversation with me.
Survey Results

How old is an “old” student?

Age Category of Respondent

<25 | 25+

Age of an “Old” Student

0 | 10 | 20 | 30 | 40 | 50 | 60 | 70

Antilocution

Avoidance

Discrimination

Ageism Results by Variable and Age Category
Video 1: Jo

https://youtu.be/u9xn-dw10L8

- Jo speaks on her experiences within her major, and going back to college to switch career paths mid-life.
- She mentions how she can be treated differently than younger students, and the biases she faced when enrolling into college.
- Some of her classes revolved around more of the younger generations “issues”
Video 2 : Trevor

- Trevor gives us the perspective of an older dance student and how age affects him physically compared to other students and socially.
- He also talks about how we can expand the view of first year student to more than straight out of high school.
- We also see how his connection to dance and being a performer also shapes the lens in which he sees aging.
Video 3: Scott

- Scott has had an overall positive experience with ASU.
- Scott is 26 years old, but mentions that it has not hindered him in his involvement at ASU. In fact, he’s in a few student organizations, and has met many other students that are roughly the same age.
Jasmine talks about how it can be hard to find resources and how having responsibilities (job, child, and sick mother) impede from the “college experience”.

There’s also a part in which she focuses on the aspect of aging and societal norms/views.
What students think about the older generation:

“I believe that the older generation is essential to our community and past knowledge.”

“Can help us know more about our ancestors and our family tree.”

How students felt after dancing with them:

“After dancing with them I felt astonished and happy. At first they were a little shy to get into our cypher but at the end they let loose!”

“Surprised. I was surprised that they danced with so much energy.”

One thing that they took away from the event:

“To not underestimate and judge people by just looking at them.”

“To welcome everyone no matter age and gender and that dance is a universal language.”
Principle 1

To encourage the participation of older adults in all the core activities of the university, including educational and research programmes.

- Osher Lifelong Center at Arizona State University
  - [https://news.asu.edu/20211108-lifelong-learners-north-phoenix-have-new-asu-home](https://news.asu.edu/20211108-lifelong-learners-north-phoenix-have-new-asu-home)
- Lifelong learning at Mirabella - immersing older community into Arizona State University
- Learning styles implemented by ASU
  - Are they really implemented?
Principle 1: How ASU is implementing

- Adult learning theories
  - Andragogy
  - Transformational
  - Experiential
  - Project-based
- Osher
  - Non-credit opportunity for those 50 and older to take classes
- Mirabella senior living
  - Connect with ASU, while receiving healthcare on site
- https://youtu.be/b3eAKNUunVg
  - Scott expresses how despite his age, he still feels as if he has a place at ASU, mentioning that he’s in a few student organizations and involved within ASU
  - States younger people may treat him different solely due to different interests
  - Has found quite a few colleagues that are the same age as him
Principle 1: Areas of Improvement

  - Jo shares her experience with undergraduate classes, and how she had to get exceptions on assignments that did not necessarily apply to her.
  - American universities are less likely to use an andragogical approach than universities in Japan, Germany, and the United Kingdom.
  - ASU claims they have specific teaching mannerisms, but why are they still basing assignments off the “traditional” student?
  - Tend to implement pedagogy that is more geared towards teaching younger students and children
  - Overlook older students, needs are not met
- Osher is a program more considered as a “pastime” as students enrolled in it are not actually receiving any sort of credit
  - Seen more as a hobby
- Mirabella - is the heart of Tempe the best place for a senior living facility?
Principle #2

To promote personal and career development in the second half of life and to support those who wish to pursue “second careers”
Our Mission and History

About Us

About Us

Osher Lifelong Learning Institute at Arizona State University (OLLI at ASU) is a community of engaged learners discovering the joy of lifelong learning at its best—no tests, grades, or educational requirements! OLLI at ASU members have the opportunity to grow and learn inside and outside the classroom via campus events, local affinity groups, group discounts to local cultural and art events, and social media networks.

Our Vision

As an exemplar of global best practices for innovative lifelong learning, OLLI at ASU creates multiple intentional pathways for transformative connections and learning, inside and outside of its community of learners.
Certificate Programs

- Online
- Undergraduate Level
- Graduate Level

Explore Undergraduate Minors and Certificates by College

Business, W. P. Carey School of

Design and the Arts, Herberger Institute for

Engineering, Ira A. Fulton Schools of
Hi Christine,

For general information and to peruse all of the undergraduate degree programs that we offer at ASU, I recommend you utilize our ASU degree search tool that can be found at www.asu.edu/degrees.

Best,
ASU Admission Services

--- Original Message ---
From: Christine Leavitt [christineleavitt@gmail.com]
Sent: 11/8/2021 10:29 AM
To: asurecruitment@asu.edu
Cc: asurecruitment@asu.edu
Subject: Materials for Older (on-campus) Students

Hi,

Do you have any resources and materials for older adults who are considering pursuing an undergraduate degree on-campus at ASU?

Thank you,

Christine Leavitt
Undergraduate Degrees

Not sure where to start?

- **me3 game**
  Play a unique 60 image game that helps assess your interest area and matches them to careers and ASU majors.

- **Find a degree that fits you**
  Use ASU career advising to align your major with your career goals for optimal success.

- **Accelerated programs**
  Accelerate your education by earning both your bachelor’s and master’s degrees in as few as five years, or your

- **Find the campus that fits you**
  Take this quiz to find the ASU campus that's best for you.
Parents
ASU resources for families
Parent blog

Counselors
Supporting your students

Veterans
Applying to ASU
Benefits

ASU Online
Study 100% online
Not for students who are parents...but parents of students

Parents and families of ASU students
Good morning, Christine,

The Other Lifelong Learning Institute at ASU comes to mind: https://lifelonglearning.asu.edu.
ASU for You also has some resources for adults 50+: https://asu4you.asu.edu/50plus

I would recommend starting with those. We work with mature/older students on a consistent basis and our support is individualized to meet their needs. If there are specific areas that you were wondering about, please let me know.

Elisabeth

-------- Original Message --------

From: Christine Leavitt [jwelsh@asu.edu]
Sent: 0/1/2021 10:07 PM
To: student.accessibility@asu.edu
Cc: student.accessibility@asu.edu
Subject: Question about Services for Mature/Older Students

To Whom it May Concern:

I am currently in a Humanities Lab focused on Aging. While thinking of potential projects and needs related to mature/older students, I wanted to reach out to see if your center offers, or if you know of, any services, organizations, or other resources directed towards the inclusion of "older" students? Any direction regarding this would be greatly appreciated!

Thank you,

--
Christine Leavitt (she/her)
Gender Studies Graduate Student
School for Social Transformation
Arizona State University
Osher Lifelong Learning Institute at Arizona State University

For the Love of Learning
University-quality, non-credit classes for students 50+
lifelonglearning.asu.edu | 602.543.6440
Lifelong learning classes and resources for adults

What have you always wanted to know? It's never too late to learn something new. Explore university-curated resources, perfect for lifelong learners with an insatiable curiosity and thirst for knowledge.

Make your next move

The pace of change is altering the workplace and creating exciting new careers. Here you can enhance your skills to thrive in today's job market.

Innovation Quarter

Innovation Quarter is your invitation to learn how innovation lives at ASU, firsthand. Feed your curious mind with engaging courses and workshops.

Enrich your life

ASU offers a personalized learning pathway for Universal Learners® to follow their passions and explore their purpose.
4 ways to successfully change your career

What are these 4 ways?

1. Tap your network
2. Be strategic about your resume
3. Study your new career
4. Be ready to kill your interviews
Principle 3

To recognise the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).
Principle 3: Range of educational needs of older adults

❖ All advocates have a right to be educated.
❖ A college education is one way to do this.
❖ I've never had so much fun doing any project as I did doing this interview. I really liked getting to know him. I didn't know you could even major in dance at Arizona State University.
❖ Interviewing him wasn't even work. I've never laughed so hard in my life! Trevor and the CEO of Apple, Tim Cook, are the reason I still respect men.
Principle 3

Transferring to ASU

We'll guide you through the transfer admission process.

- **Transferring credits**
  - Explore ASU’s transfer tools to find out how your credits will transfer to the university.
  - View tools

- **MyPath2ASU™**
  - Design your own college journey. You'll have access to a customized set of transfer tools to help chart your clear pathway into ASU. The self-service benefits include personalized course-by-course visualizations that help you plan a path into a major of choice by helping you take courses that count toward your ASU degree and shortening your time to degree completion. From where you live to what you want to study – you'll be in charge of it all.
  - About the program

- **I’m ready to transfer**
  - Take your next steps to becoming a Sun Devil. Learn how and when to apply and about important dates throughout the year.
  - How to apply

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## Academic resources

- **Graduate Academic Support Center**
  - ASU offers a multitude of graduate academic resources to help it always available.
  - Resource available

- **Research at ASU**
  - ASU invests in research and creates opportunities for its students in the creative fields.
  - Find solutions

- **Mentoring**
  - Receive support and career-focused guidance for your academic and career pathways.
  - Suggest mentorship

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## Community resources

- **Graduate and Professional Student Association**
  - GPSPA will give you a voice to you and other graduate and professional students.
  - More information

- **Family resources**
  - Find support resources for families, including child-care services, special family workshops, and events.
  - Resource for families

- **Culture and identity**
  - Join a community united in culture to ethnic identity to contribute personal heritage and values to ASU.
  - Culture at ASU
Principle #4

To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
Principle 4: Intergenerational Learning

❖ For me to be able to obtain an education is a unique and graceful gift. It is not an entitlement.
❖ I would like to thank all of my instructors for their patience with me.
❖ I would also want to thank my lab partners within all of my labs.
❖ I hope that I have made the educational experience of easier for other individuals coming after me to obtain their own educational adventure.
Principle 4: Intergenerational Learning

❖ I want my experience to promote intergenerational learning so that it would facilitate reciprocal sharing of expertise between learners of all ages.
❖ I would also like my educational experience to recognize a wide range of educational needs for older adults.
❖ I am 49 years old and my experience is the embodiment of the older student.
❖ I want to leave behind a positive experience for other older students like myself who have physical as well as other challenges.
Principle 5

To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
Principle 5: How ASU is Implementing

- ASU online
  - Adult learners has personal support (success coaches, financial aid advisors, technology support, career coaching, tutoring and counseling)
- Asynchronous. There are deadlines, but otherwise, you can study at your own pace, whenever you have time.
- ASU has technology support teams ready to assist you if any issues do come up as you try to access your courses or class materials.
- Personally know many older students who prefer ASU online due to the flexibility of the courses.
Principle 5: Areas of Improvement

- Not as many degree options
  - May have to settle for a different degree because one is not offered online
- More accommodating to an older adult who has a family, work, other responsibilities, but are there enough resources for them online?
  - ASU 101 course
- Stereotype that older generation have trouble using technology
  - However, ASU still tends to steer older adults to ASU online
- Let’s take the “COVID - zoom era” as an example. For some, learning online is REALLY hard.
and professional instructional designers using adult learning theories. Our online courses use videos, textbook readings, class discussions, hands-on projects, experiential learning activities and more to create an engaging learning experience for adult learners.

Consider your learning modality

When thinking about going back to school, you may assume you’ll be commuting to campus and sitting in a classroom. But as an adult learner, you’re probably leading a different life than you were the last time you were in school. You may have a full-time job, children, hobbies or other responsibilities you need to fit around your education.

Some colleges offer evening classes meant to work around your schedule, but many adult learners find online learning to be the most beneficial.

Online learning is often asynchronous, meaning there isn’t a set time you have to log in each day. There are deadlines, but otherwise, you can study at your own pace, whenever you have time. You’ll find many online degrees, including those at ASU Online, use software that is accessible on nearly any device so you have the flexibility to study from anywhere in the world.

Most online degree programs don’t require any special computer skills or equipment, so you don’t worry if you’re not tech savvy. All you’ll normally need is a desktop or laptop computer, reliable internet connection and web browser. Many schools also have technology support teams ready to assist you if any issues do come up as you try to access your courses or class materials.
Principle #6:
To ensure that the university's research agenda is informed by the needs of an ageing society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

<table>
<thead>
<tr>
<th>GOOD</th>
<th>BAD</th>
</tr>
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<tbody>
<tr>
<td>Center for Innovation in Healthy &amp; Resilient Aging (2019)</td>
<td>Dissolved School for Aging (during 2008-09 Recession)</td>
</tr>
<tr>
<td>Online Master of Science in Aging</td>
<td>Not a lot of student demand to study aging</td>
</tr>
<tr>
<td>10 Active Research Projects (<a href="https://aging.asu.edu/research/projects">https://aging.asu.edu/research/projects</a>)</td>
<td>Lack of communication between departments</td>
</tr>
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<td>$50 million grant from Edson family to fund research</td>
<td>7-8 year gap in research</td>
</tr>
<tr>
<td>ASU College of Social Work has an Aging Emphasis</td>
<td>Health sciences is on downtown campus</td>
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</tbody>
</table>
The Center for Innovation in Healthy & Resilient Aging (CIHRA) provides the ideal structure to design, build, and sustain a bold, nationally competitive venture in aging.

Engage in ASU’s New Venture in Healthy & Resilient Aging! Join CIHRA as an Affiliate or Faculty Fellow Now!

CIHRA was formed from the merger of two ABOR-approved centers housed in CONHI. The Center for Healthy Outcomes in Aging* and The Hartford Center for Gerontological Nursing Excellence**, and will leverage their existing activities and many accomplishments for its foundation.

- CIHRA focuses on innovative wellness, strength-based, and resilience- and capacity-building research opportunities that translate into positive change from the level of individuals and families, to organizations and systems, and ultimately to communities and local, national, and global policies.

- CIHRA capitalizes on ASU’s strengths in aging by fusing academic disciplines, professional practice, technology, and community embeddedness. Its investigators blend expertise in prevention, behavior change, and intervention for middle and older populations. As health-related researchers join those in the Arts, Humanities, Design, Social and Behavioral Sciences, Journalism, Law, Engineering, and other disciplines, CIHRA will uncover keys to promote healthy aging.

* CIHRA brought together investigators to develop and test interventions that promote the highest level of health and quality of life for individuals who are aging within a culturally diverse society. The center emphasized multidisciplinary, theory-based interventions across a variety of clinical settings. It served as a resource for faculty and students to obtain sponsored funding to perform clinical, interdisciplinary and translational research, improving scientific and cultural knowledge to benefit the aging population.

** The Hartford Center of Gerontological Nursing Excellence (HCONE) at ASU CONHI was funded by The John A. Hartford Foundation. Its mission was to significantly increase the number of high-quality doctoral and post-doctoral level faculty in geriatric nursing needed to teach in graduate and undergraduate academic nursing programs throughout Arizona and surrounding Southwestern states. Major emphasis was placed on preparing geriatric nursing faculty who have expertise not only in promoting healthy aging but also in meeting the unique and growing needs of the Southwest’s diverse elderly population in rural and urban areas.
ACT Trial

Lead Researcher: Dr. Fang Yu
The ACT Trial is recruiting individuals 65 years and older with suspected or confirmed Mild Cognitive Impairment (MCI), to explore how exercise and cognitive activities impact the symptoms and progression of MCI over an 18-month period. Eligible participants will actively work with exercise and brain training specialists for 6 months. Fitness and mental abilities will be assessed 5 times over 16 months, and brain function will be tested by Magnetic Resonance Imaging (MRI) 4 times.

Read more

Finding Ease in Caregiving

Lead Researcher: Robert Kaplan
The Finding Ease in Caregiving Project is a free, tailored improvisation skills program for individuals who are caregivers or experiencing stress and caring for adults with chronic conditions. Participants learn from the Tulane Alexander™ Improvisation strategy based on the Alexander Technique—a strategy that assists in developing self-efficacy to alter adverse behaviors and integrate mind-body awareness. Inclusion criteria for participants are: 1. Serve as a caregiver of an adult individual with a chronic condition for at least 6 months; 2. Provide 2 hours of caregiving per day, minimum.

Read more

Arizona Dementia Capable System Enhancement

Lead Researcher: David W. Coo, PhD
Funded by the US Administration for Community Living, this project extends Arizona’s Dementia Capable System in Arizona by providing professional and community educational workshops, care consultation, and case management. The project provides programs for three key groups of people living with Alzheimer's disease and related dementias (ADRD): (1) people living alone with ADRD, (2) the Latino/Hispanic population; and, (3) people with Down syndrome and other intellectual disabilities who develop ADRD as they age.

Read more

Comparative Policy Analysis of Dementia Programs to Support People and Dementia and Co-existing Complex Needs and their Caregivers

Lead Researcher: Alix Fectham, PhD
Understanding how healthcare systems can support people with dementia and complex needs, and the unpaid caregivers who help them, is important for health researchers and health policymakers. In this research we compare programs to support caregivers and people living with dementia and complex needs in 5 jurisdictions: British Columbia, Ontario, Newfoundland & Labrador, New York State, and Vermont.

Read more

Family Caregiver Connections Project

Lead Researcher: Janet S. Prich, PhD, David Coon, PhD
Social relationships are important to family/informal caregiver health. Maintaining relationships can be difficult for caregivers, and lead to increased social isolation.

Read more

Parkinson’s Partner in Care (PPCP)

Lead Researcher: Frank Szil, MCI, David Coon, PhD
This program is for people with Parkinson’s disease with memory problems and their caregivers. Currently focus groups are being conducted to help us understand the challenges faced by individuals who are diagnosed with Parkinson’s disease and their families, as well as resources they may have found valuable. This information will be used to implement a new intervention for people with Parkinson’s disease with memory problems and their caregivers.

Read more

Caregiver Conversations

Lead Researcher: David Coon, PhD
In this project we explore caregiver needs during illness circumstances—such as pandemics, natural disasters, or other situations that restrict daily routines and access to services—through informal interviews and assessments. Participants will complete an initial screening and eligible individuals will then be invited to enroll and participate in an individual assessment, and a focus group interview, to gather data that will help us understand the experiences of caregivers during illness circumstances.

Read more

Sun Devil Caregiving Academy (SDCA)

Lead Researcher: David Coon, PhD
Caregivers of older adults who are housebound due to physical limitations, working a full-time job, or who live in rural areas are often underrepresented and underserved, and individuals impacted by caregiver burden and stress. This research study will conduct focus groups to examine the obstacles of these caregivers from taking part in the traditional skill-building caregiver programs. The data collected will be compiled to adapt and deliver existing skill-building caregiver programs through innovative methods.

Read more

A Mixed Methods Investigation of Dementia-Related Anxiety

Lead Researcher: Mary Mayfield, PhD
Public awareness of Alzheimer’s disease and related disorders (ADRD) has grown through media coverage, information campaigns, and personal experience with individuals diagnosed with ADRD. For some individuals, the thought of possibly developing ADRD generates dementia-related anxiety. We interviewed cognitively healthy middle-aged and older adults about their thoughts and feelings about dementia and dementia-related anxiety. Data analysis is in progress, and initial themes include worry about being unable to care for one’s self and fear of becoming a burden on others.

Read more

Aging in the Time of COVID - 19

Lead Researcher: Aksen Guest, PhD
The influence of COVID-19 on daily life has been felt by all, but individuals with underlying medical conditions and older adults are at particular high risk for cognitive autisms and have been encouraged to maintain social distance. Individuals aged 65 or older completed an online survey to learn more about COVID-19’s impact on social isolation, loneliness, and access to health care services. Initial results showed that as many as 40% of respondents missed a medical appointment due to COVID-19.
What will I learn in a Master of Science in aging degree?

Societies around the world continue to age. According to the U.S. Census, 2035 will mark the first time older adults outnumber children. This shift has led to an increased demand for professionals with expertise in aging across all settings. Professionals in fields as diverse as engineering, business development, housing, construction, education, social services and more may benefit from knowing how to meet the needs of this rapidly growing population.

The Master of Science in aging explores the well-being of older adults in health care settings, home, work and their communities. Earning a master’s in aging online is a convenient way to obtain a degree from anywhere in the world and is important for anyone who works with older adults.

The master’s in aging curriculum has been reviewed and approved by the National Association for Professional Gerontologists. This organization offers the only professional credential specific to the field of gerontology. Upon completion of the program and confirmation of your degree, you are eligible and encouraged to apply for the gerontologist credential from the NAPG.

The Age-Friendly University network consists of institutions of higher education around the globe who have endorsed the 10 AFU principles. These organizations have committed to becoming more age-friendly in their programs and policies. ASU is an age-friendly university recognized by the Gerontological Society of America. The college is also home to the Center for Innovation in Healthy and Resilient Aging and Center for Advancing Interprofessional Practice, Education and Research.

Read more
养老管理硕士
Online Master of Science in Aging Management

#3 全球最佳雇主 - 学生互动
(QS World University Rankings, 2020)

#1 全美最具创新力大学
(U.S. News & World Report, 2016 – 2022)

#1 全美最具全球影响力大学
(Times Higher Education, 2021)
Gerontology courses online

The courses in the Master of Science in aging provide a strong foundation in the care of older adults. You’ll learn about the multidimensional aging process and how to address the needs of the aging population. You’ll also learn about national health initiatives and community collaborations to improve health outcomes. The program requires foundation courses, nine credit hours of electives, an optional stackable specialization and a culminating experience.

The curriculum in this program is based on the Academy for Gerontology in Higher Education’s Competencies for Graduate Education. It provides you with advanced knowledge that focuses on improving the well-being of older persons.

<table>
<thead>
<tr>
<th>Core course</th>
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<tr>
<td>Perspectives on Aging and the Life Course</td>
<td>Research and Program Evaluation Issues in Aging</td>
<td>Diversity in Aging</td>
<td>Interdisciplinary and Community Collaboration in Aging</td>
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<td>Core course</td>
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<tr>
<td>Caregiving Issues for Families and Professionals</td>
<td>Care Coordination</td>
<td>Administrative Systems Management</td>
<td>Research, Theory and Principles for Palliative Care in Older Adults</td>
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Upcoming Events

No upcoming events found.

Student Scholars

CIHRA is committed to training future researchers in aging by providing research experiences and financial support for a team of at least one Postdoctoral Scholar and several Graduate and Undergraduate Student Scholars. Scholars are also expected to participate in regular CIHRA meetings, which include presentations by CIHRA faculty scholars, outside speakers, CIHRA strategic planning, etc.

Not accepting applications at this time for undergraduate, graduate, or postdoctoral positions.
Principle 7

To increase the understanding of students of the **longevity dividend** and the increasing complexity and richness that ageing brings to our society.

- **What is Longevity Dividend?**
  - Add life to our years, sustaining health for longer as we grow older.
  - Can delay age-related diseases
  - Cheaper health care

[https://www.afar.org/what-is-the-longevity-dividend](https://www.afar.org/what-is-the-longevity-dividend)
Principle 7

*The Center for Health Promotion and Disease Prevention (Downtown Phoenix Campus)*

**Mission Statement**

The Center for Health Promotion and Disease Prevention is a collaborative transdisciplinary faculty that conducts translational research, training, and outreach activities in close partnership with communities to improve health and prevent disease in vulnerable populations across the lifespan.

**Structure**

The Center for Health Promotion and Disease Prevention is structured into four cores including administrative, research, training, and community engagement. Each core participates in distinct activities to support the center’s mission and goals.

**Administrative Core:** Allocation of resources, governance, administrative support, and coordination of activities across the center.

**Research Core:** Conduct and disseminate translational research focused on health promotion and disease prevention.

**Community Engagement Core:** Engage local community members, agencies, and stakeholders to facilitate academic-community collaborations and outreach.

**Training and Mentoring Core:** Support the next generation of health promotion and disease prevention scientists

https://health.asu.edu/center-health-promotion-and-disease-prevention
Principle 7

Areas of improvement

- Could add more about health on the main ASU page
- Events on Longevity Dividend on Tempe Campus
- Discussion with Mirabella residents concerning how they keep a healthy living style.
Principle 8

To enhance access for older adults to the university's range of **health and wellness** programmes and its **arts and cultural activities**.

- “... attending sports and cultural events…”
- “If they want to be engaged on campus, our goal is to remove as many obstacles as possible.”
- “... four students from the ASU School of Music, Dance and Theatre moved into the building as “musicians-in-residence.” They’ll live there rent free through the academic year in exchange for weekly performances and interactions with their neighbors.

Principle 8

Good things that ASU is doing:

**Hip Hop with Mirabella (continuation)**

- Doing Tours throughout the School of Music, Dance and Theatre.
- Engaging with students.
- Allowing them to see how dance can be a great way to implement in our daily lives.
- Get to see/hear about a culture that they don’t usually interact with.
- Welcomed them with open arms to join us dance.
Principle 8

How can ASU improve:

- Offer mixed classes with students
- Help hire students to teach classes at Mirabella
- Have events over at Mirabella instead at ASU
- Ask Mirabella residents if they want to volunteer for future events (Dance, Theatre, Music, Sports, etc.)
Principle 9: To engage actively with the university's own retired community.

- Students who had “frequent and pleasant interactions with older adults" had measurably less stereotyping, separation, and affective attitudes towards older adults (Rowe)
- Decreases ageism within university atmospheres
- Ensures retired communities are not ignores
Principle 9: Implementation

- The OSHER Lifelong Learning Institute which is a program that focuses on students over 50 which “offers noncredit, university-quality learning experiences” for an affordable price. ASU has also recently created the ASU (Scarp, Patzem).

- Mirabella Complex which a retirement community for 60+ where “the residents will be able to take classes, make use of campus facilities such as the library with university-issued ID cards and immerse themselves in university life as much, or as little, as they like” (“Arizona State University To Develop Life Plan Community”).
Principle 9: Area of Improvement

- OSHER is great for older people interested in learning
  - But not for people looking to pivot career wise
- Mirabella has *incredibly* steep prices
Principle 10: To ensure regular dialogue with organisations representing the interests of the ageing population.

- Advocates for older students and helps protect them as group (Yon)
- Ensures their voices are heard
Principle 10: Implementation at ASU

- ASU has two clubs I could find that include the interaction and specific inclusion of non traditional students. The first club is Sun Devil Mature Non-Traditional Learners which is a club that focuses on students over 40 and the Sun Devil Military Club which specifically includes veterans.
Principle 10: Area of Improvement

- Older students qualify as students over 25 years old so there’s a large gap between that and 40
- Other clubs don't necessarily do outreach that focus on older students
Thank You