



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

Female	86
Male	69
Non-Binary/Other	6
On-Campus Undergraduate	138
Online Undergraduate	14
On-Campus Graduate	16
Online Graduate	3
Not ASU Student	2
25+	38
<25	128
TOTAL RESPONSES	175

Survey - Ageism at ASU

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.

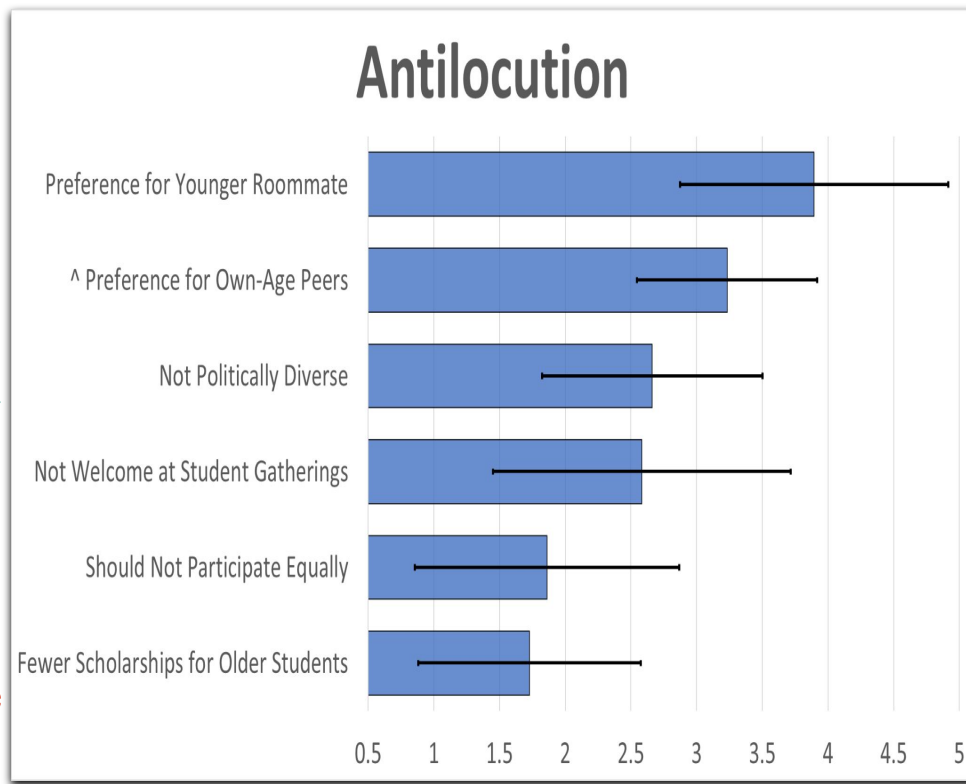
^Many old students are happiest when they are with students their own age.

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

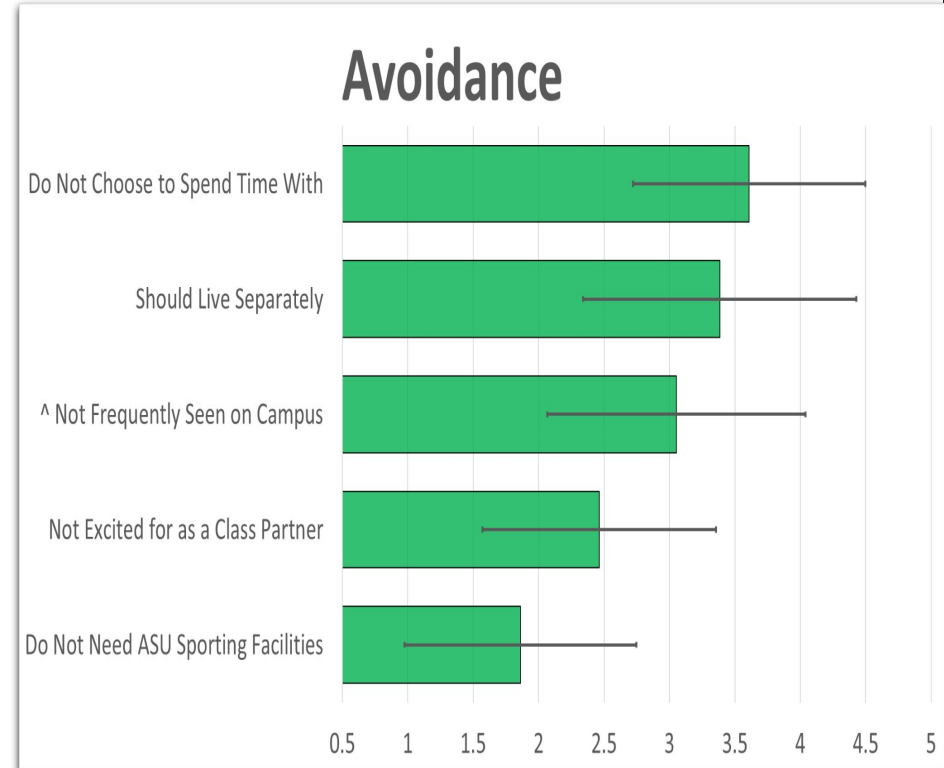
I regularly choose to spend time with old students outside of class.

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.



Survey - Ageism at ASU

Factor 3: Discrimination -

Unjust treatment of different categories of people

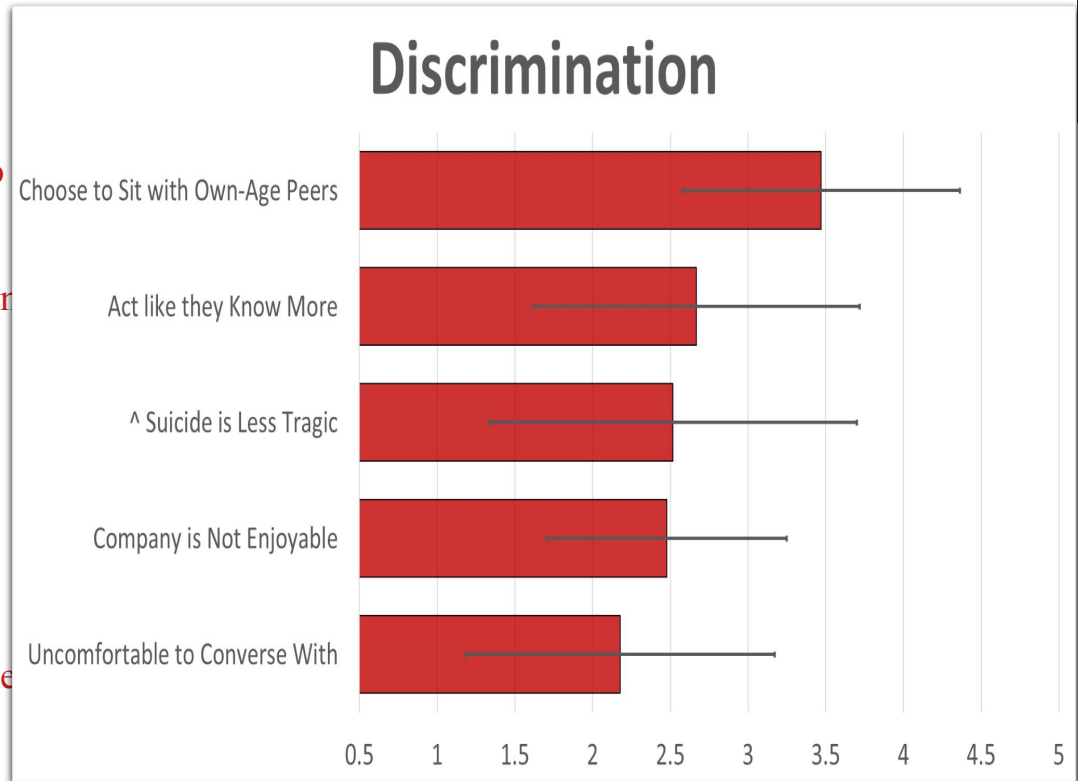
In class, I generally choose to sit by students who are around my own age.

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

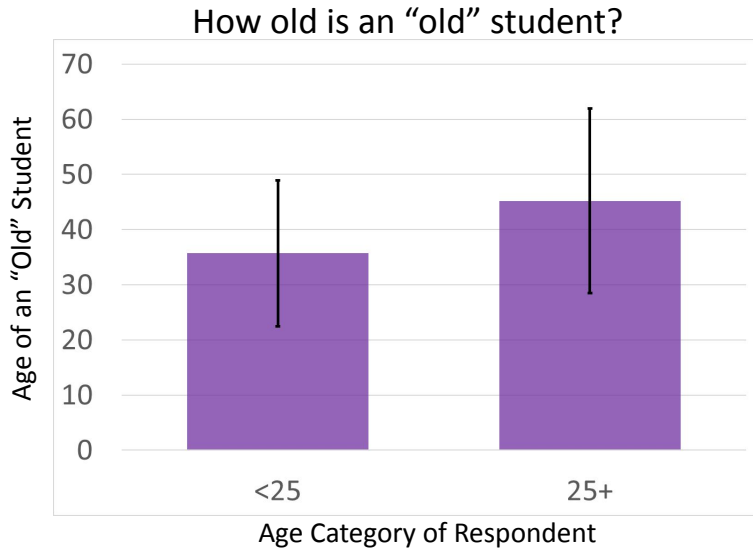
^Suicide is more tragic among young college students than suicide among old students.

The company of most old students is quite enjoyable.

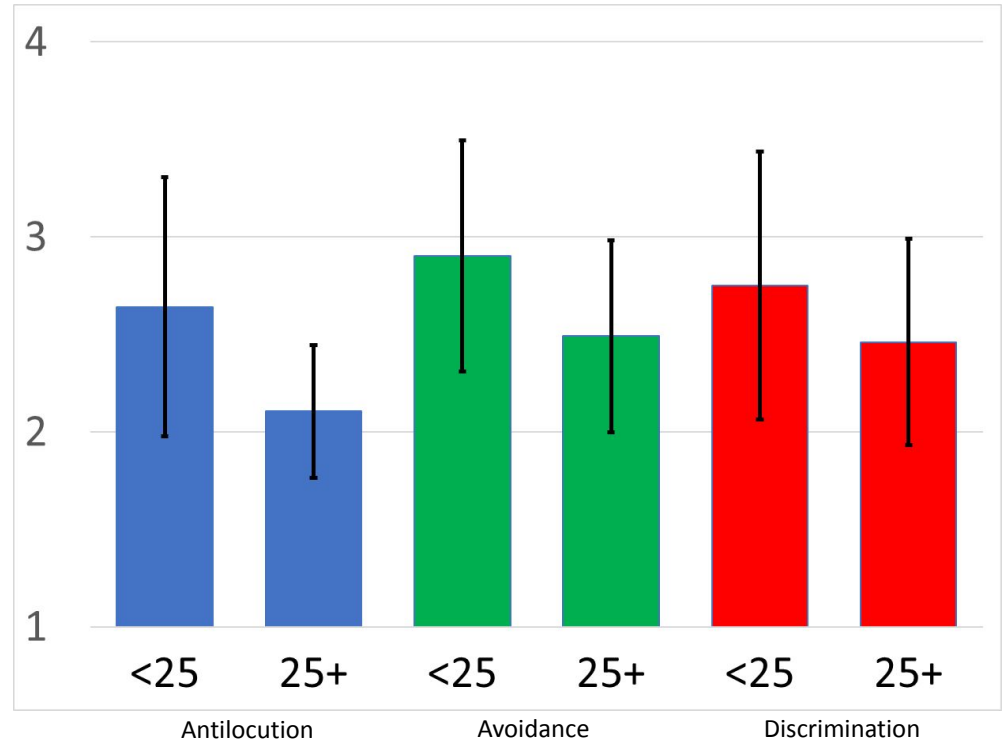
I am uncomfortable when old students try to make conversation with me.



Survey Results



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

- <https://youtu.be/4HbnNbtXgrI>
- 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.



Video 3 : Jasmine



- 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

HIP HOP with Mirabella

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>
- 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



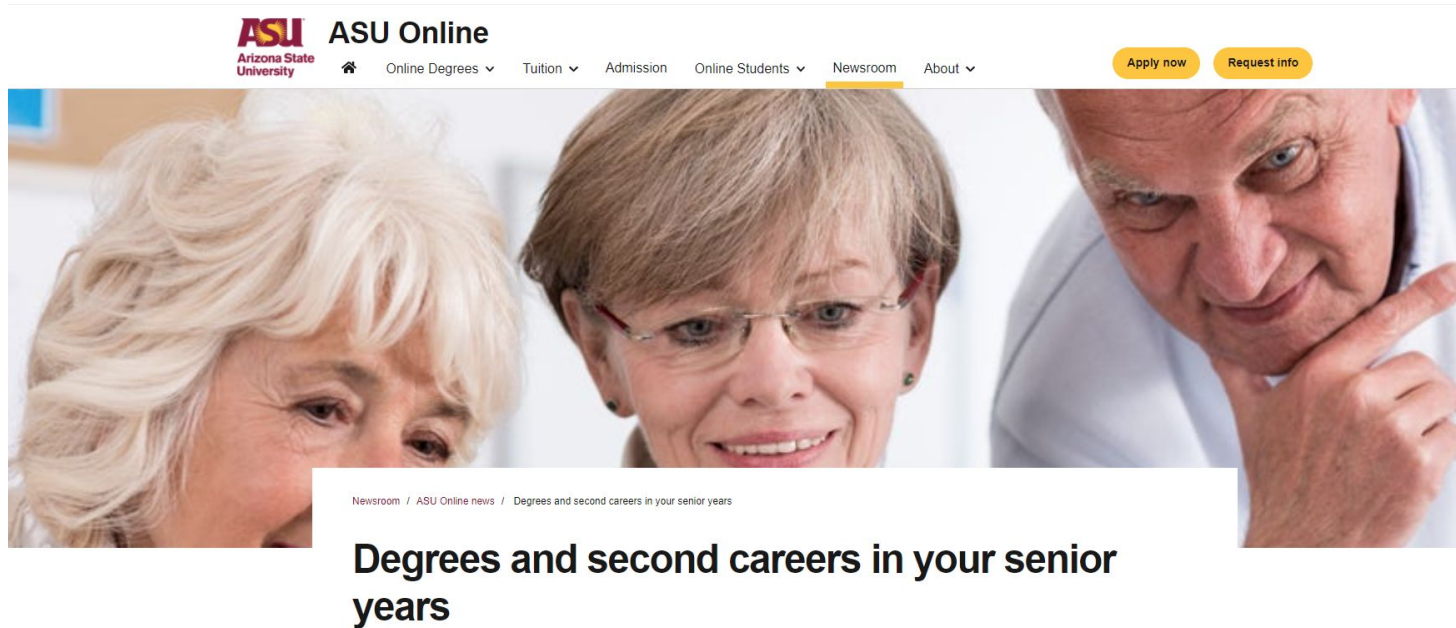
Principle 1: Areas of Improvement



- <https://youtu.be/3EwsVpEAVdg>
 - 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”



The image is a screenshot of the ASU Online Newsroom website. At the top left is the ASU Arizona State University logo. To its right is the text 'ASU Online'. Below this is a navigation menu with links for 'Online Degrees', 'Tuition', 'Admission', 'Online Students', 'Newsroom', and 'About'. The 'Newsroom' link is highlighted with a yellow underline. To the right of the navigation menu are two yellow buttons: 'Apply now' and 'Request info'. Below the navigation is a large photograph of three elderly people: a woman with white hair on the left, a woman with short brown hair and glasses in the center, and a man with white hair on the right. Below the photograph is a white box containing the text 'Degrees and second careers in your senior years'. Above this title is a breadcrumb trail: 'Newsroom / ASU Online news / Degrees and second careers in your senior years'.

ASU
Arizona State University

ASU Online

Home Online Degrees ▼ Tuition ▼ Admission Online Students ▼ Newsroom About ▼

Apply now Request info

Newsroom / ASU Online news / Degrees and second careers in your senior years

Degrees and second careers in your senior years



Our Mission and History

About Us

[Mission and History](#)[Director's Welcome](#)[Meet Our Staff](#)[FAQ](#)

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

Certificates

Search by keyword

🔍 Search

-Online

-Undergraduate
Level

-Graduate Level

Explore Undergraduate Minors and Certificates by College

[View all programs](#)



Business, W. P. Carey School of



Design and the Arts, Herberger Institute for



Engineering, Ira A. Fulton Schools of

Response from ASU Admissions re: Older Student Resources

RE: Materials for Older (on-campus) Students Inbox x



ASU Admission Services

to me ▾

Wed, Nov 10, 3:47 PM (5 days ago)



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

Co: 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

Search

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.



Admission

- Admission info
- Academics
- Cost and aid
- Campus life
- Visit
- Contact

Apply

Request info

Admission info

First-year student

- Your first-year experience
- Get started early
- Steps and requirements
- Homeschool students
- Admitted students

Transfer

- Transferring to ASU
- Steps and requirements
- Transfer student resources
- MyPath2ASU
- Transferring credits
- Admitted students

International

- International experience
- International first-year admission
- International transfer admission
- Graduate admission
- Student visas
- Admitted students

Graduate

- Pursue an advanced degree
- Steps and requirements
- Graduate student resources
- Admitted students

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



Admission



[Admission info](#) ▾

[Academics](#) ▾

[Cost and aid](#) ▾

[Campus life](#) ▾

[Visit](#) ▾

[Contact](#) ▾

[Apply](#)

[Request info](#)

A photograph of a family of three—a man, a woman, and a young man—smiling and embracing each other outdoors. The man is on the left, the woman is on the right, and the young man is in the center, wearing a black Adidas jacket. The background is a blurred outdoor setting with greenery.

Parents and families of
ASU students

Response from ASU SAILS re: Older Student Services

RE: Question about Services for Mature/Older Students Inbox X



Elsbeth Schneider-Pollack <elsbeth.pollack@asu.edu>

Wed, Sep 8, 11:06 AM



to me ▾

Good morning, Christine,

The Osher Lifelong Learning Institute at ASU comes to mind: <https://lifelonglearning.asu.edu>.

ASU for You also has some resources for adults 50+: <https://asuforyou.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.

Elsbeth

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

From: Christine Leavitt [cawelsh@asu.edu]

Sent: 9/1/2021 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



[About Us](#) ▾

[Membership](#) ▾

[Learning](#) ▾

[Member Activities](#) ▾

[Community](#) ▾

[Research](#) ▾

[Donate](#)

For the Love of Learning

University-quality, non-credit classes for students 50+

lifelonglearning.asu.edu | 602.543.6440





ASU for You

Home / 50 plus

ASU for You

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



Innovation Quarter

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



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

In the U.S., young baby boomers hold, on average, 11.7 different jobs in their lifetime. So, if you're looking to shift your career to a path that better suits your passion, you're not alone. To kickoff your career change, here are four tips to help you succeed in changing careers.

Share this article: [f](#) [t](#) [in](#)



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



Admission

- Home
- Admission info
- Academics
- Cost and aid
- Campus life
- Visit
- Contact
- Apply
- Request info

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](#)

Academic resources



Graduate Academic Support Center

ASU offers a multitude of graduate academic resources to help it. Always available.

[Resources available](#)



Research at ASU

ASU invests in research and creates opportunities for its students to be creative thinkers.

[Find resources](#)



Mentoring

Receive support and career-focused guidance for your academics and career pathway.

[Get mentorship](#)



ASU Libraries

Access extensive college and databases for research and projects.

[Browse libraries](#)



Graduate student centers

Students have access to computer labs, meeting spaces and quiet study places at each ASU campus.

[Find my center](#)



Writing Center

ASU Writing Centers offer a dynamic, supportive learning environment for graduate students at any stage of the writing process.

[Schedule an appointment](#)

Community resources



Graduate and Professional Student Association

GPSA will give a voice to you and other graduate and professional students.

[More information](#)



Family resources

Find support services for families, including child-care referrals, special family workshops and events.

[Resources for families](#)



Culture and Identity

Join a community rooted in culture or 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.

← [Back to newsroom](#)

[Apply now](#)

[Request info](#)

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.



Personalize



Chat

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.



GOOD



BAD

 GOOD	 BAD
Center for Innovation in Healthy & Resilient Aging (2019)	Dissolved School for Aging (during 2008-09 Recession)
Online Master of Science in Aging	Not a lot of student demand to study aging
10 Active Research Projects (https://aging.asu.edu/research/projects)	Lack of communication between departments
\$50 million grant from Edson family to fund research	7-8 year gap in research
ASU College of Social Work has an Aging Emphasis	Health sciences is on downtown campus

Center for Innovation in Healthy and Resilient Aging

Home

About

Mission & Purpose

Leadership

Faculty Fellows

Affiliates

Faculty Scholars

Advisory Boards

Internal Advisory Board

Community Advisory Board

Get Involved

Research

Resources

News

CIHRA Highlights

Faculty & Affiliate News

Advisory Board & Community Partners

Events

Upcoming Events

Past Events

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 midlife and older populations. As health-related researchers join with those in the Arts, Humanities, Design, Social and Behavioral Sciences, Journalism, Law, Engineering, and other disciplines, CIHRA will uncover keys to promote healthy aging.

** CHOA 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 (HCGNE) 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.*

ASU Research on Aging

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 specialist for 6 months. Fitness and mental abilities will be assessed 5 times over 18 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 experiencing stress & caring for adults with chronic conditions. Participants learn from the Primal Alexander™ improvisation strategy based in 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: • Serve as a caregiver of an adult individual with a chronic condition for at least 6 months, • Provide 2 hours of caregiving per day, minimum

[Read more](#)

Arizona Dementia Capable System Enhancement

Lead Researcher: David W. Coon, 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, and evidence-based programs for three key groups of people living with Alzheimer's disease and related dementias (ADRD) and their family caregivers: (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 with Dementia and Co-existing Complex Needs and their Caregivers

Lead Researcher: Allie Peckham, PhD

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

[Read more](#)

Dr. Guest!!! 

Family Caregiver Connections Project

Lead Researcher: Janet S. Pohl, 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: Holly Shill, MD; David Coon, PhD

This program is for People with Parkinson's disease without 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 have found valuable. This information will be used to implement a new intervention for people with Parkinson's disease without memory problems and their caregivers.

[Read more](#)

Caregiver Conversations

Lead Researcher: David Coon, PhD

In this project we explore caregiver needs during isolating circumstances – such as pandemics, natural disasters, or other situations that restrict daily routines and access to services – through formative 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/or a focus group/focused interview, to gather data that help us understand the experiences of caregivers during isolating 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 underserved and understudied groups 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 gathered 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: Molly Maxfield, 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: Aaron 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 particularly high risk for negative outcomes and have been encouraged to maintain social distance. Individuals aged 50 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 43% of respondents missed a medical appointment due to COVID-19.

[Read more](#)

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](#)



课程选择

在线学历教育

最新动态

ASU概况

获取资料

养老管理硕士

Online Master of Science in Aging Management

中文授课 | 12门课程 | 36个学分 | 18 - 30个月 | \$23,034 (约15万人民币) ©

#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.

Core course

Perspectives on Aging and the Life Course

Core course

Research and Program Evaluation Issues in Aging

Core course

Diversity in Aging

Core course

Interdisciplinary and Community Collaboration in Aging

Core course

Caregiving Issues for Families and Professionals

Elective

Care Coordination

Elective

Administrative Systems Management

Elective

Research, Theory and Principles for Palliative Care in Older Adults

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>

The image shows a screenshot of the American Federation for Aging Research (AFAR) website. The top navigation bar includes links for 'ABOUT AFAR', 'FOR SCIENTISTS', and 'CONTACT', along with social media icons for Facebook, Twitter, and a search icon. Below the navigation bar is a purple header with the text 'What is the Longevity Dividend?'. The main content area features a large purple background with a faint image of people. The text on the page reads: 'Thanks in part to the breakthroughs in science and medicine led by AFAR-supported researchers, we have seen a dramatic increase in the number of people living longer. This presents a public health opportunity: to add life to our years, sustaining health for longer as we grow older.'

If we can target the biology of aging, we can delay age-related disease. This can save health care costs and add life to our years: we call this 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.



[Newsroom](#) / [Online learning tips](#) / [How to go to college as an adult](#)

How to go to college as an adult

April 26, 2021 · 7 min read · By ASU Online

Today, adult learners are the typical college student. Find tips on how you can go back to school and earn your bachelor's or master's degree no matter your schedule.

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.

<https://news.asu.edu/20210913-arizona-impact-mirabella-residents-plugged-campus-life>

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 ignored

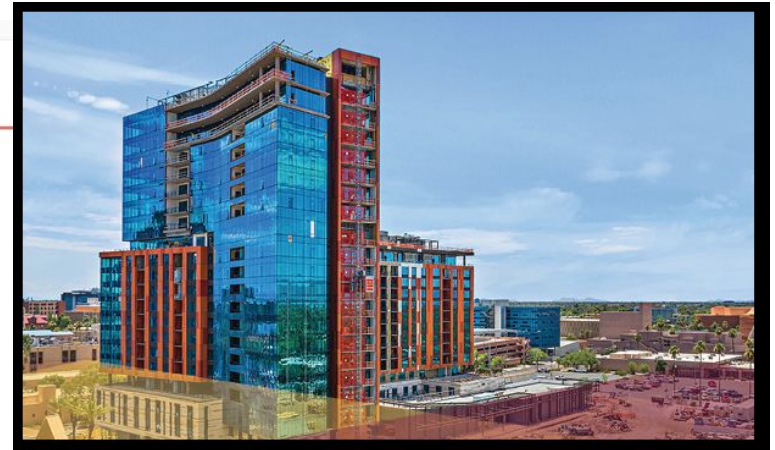
Principle 9: Implementation

- 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

Independent Living	Assisted Living	Memory Care	Skilled Nursing
Rent starts at			\$4,446/month
Community fee			\$4,050
Entry fee starts at			\$369,500
Number of units			238
Room types:			
1 Bedroom			
2 Bedroom			



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

