WHAT DO INTRODUCTION TO PSYCHOLOGY TEXTBOOKS HAVE TO SAY ABOUT OLDER ADULTS?
Zoe Hancock,1 Matthew Wynn,2 and Brian Carpenter,1
1. Washington University in St. Louis, Saint Louis, Missouri, United States, 2. Washington University in St. Louis, Washington University in St. Louis, Missouri, United States

Introduction to Psychology is one of the most popular undergraduate courses, an entry course for psychology majors and also popular with students from other disciplines. Consequently, the content in introductory psychology textbooks has the potential to influence undergraduates' knowledge, attitudes, and interests, including those related to aging. The purpose of this study was to analyze aging-related content in introductory psychology textbooks to understand the topics to which students are exposed in this important course. We analyzed the indices of 21 best-selling Introduction to Psychology textbooks for both advanced and intermediate audiences, published between 2018 and 2020. We extracted and aggregated 275 unique, aging-specific index terms from the textbooks and analyzed their relative frequency. We identified 61 superordinate index terms corresponding to general terms (e.g., “aging,” “death”). The indices also included 214 unique subordinate terms that were more specific (e.g., “aging, and cognition”). Across textbooks, the most frequent topics reflected negative consequences of aging (e.g., “Alzheimer disease” = appeared in 100% of textbooks, “death” in 52%). In contrast, positive aspects of aging appeared less often (e.g., “generativity” in 47%, “longevity” in 10%). Terms describing career opportunities were rare (e.g., “gerontology” in 5%, “geropsychology” in 5%), as were modern theories (e.g., “socioemotional selectivity theory” in 28%). Advocacy for comprehensive and balanced representation of aging in introductory psychology textbooks is critical for educating students and promoting interest in the field.

Session 9210 (Poster)
EDUCATION AND TRAINING
A MASSIVE OPEN ONLINE COURSE TO EDUCATE HEALTHCARE PROFESSIONALS & CAREGIVERS ABOUT ALZHEIMER'S DISEASE
Mary DiBartolo, Salisbury University, Salisbury, Maryland, United States

Over 6 million Americans and 50 million persons worldwide are estimated to have Alzheimer’s disease (AD) as it remains the major cause of dementia in the older adult population. Both healthcare professionals and family caregivers struggle with the complexities of caring for individuals with this progressive neurological disease. To address the ongoing knowledge and care gap regarding Alzheimer’s disease among both healthcare professionals and family caregivers, a comprehensive massive open online course (MOOC) was developed and made available via the edX platform. MOOCs are open access and interactive courses offered via the web; they have emerged as a popular, self-paced mode of distance learning. Launched in 2020, the MOOC titled, Alzheimer’s Disease & Dementia Care, consists of five modules reviewing symptoms, diagnosis, medications, communication and care tips, as well as a module outlining special considerations when the person with AD is hospitalized. While this educational strategy targets healthcare professionals (such as nurses, physical therapists and related practitioners), it is also designed for lay caregivers or anyone who wants to learn more about the disease. The course utilizes a variety of teaching modalities and is free. To date over 7000 persons have enrolled from over 140 countries. MOOCs remain an innovative and engaging educational strategy to reach a global audience. More importantly, they can serve as an another outlet to enhance both the competence and confidence of both healthcare professionals and family caregivers by sharing best practices in caring for those with Alzheimer’s disease and related dementias.

IN THE EYE OF THE BEHOLDER: USING PHOTOGRAPHY TO TEACH GERONTOLOGY
Kristina Hash,1 Matthias Naleppa,2 and Anissa Rogers,1
1. West Virginia University, Morgantown, West Virginia, United States, 2. Radford University, Radford, Virginia, United States

Due to the widespread access to smart phones and similar technology, photography and photographic images have become an ever-present part of contemporary social life. Photographic methods are also growing in their use in higher education pedagogy. As a specific application, photography can be a powerful tool to educate students about aging processes and issues that impact older adults. This poster will explore the use of photographic methods and tools to teach and integrate aging-related concepts into gerontology and social work courses, at both undergraduate and graduate levels. Specifically, the use of digital storytelling, photo mapping, photo voice, and photo therapy will be highlighted. Descriptions of and consideration for assignments along with example student projects will be displayed and discussed as will other potential projects and uses of photographic methods. Attention will be paid to how photographic methods can help students explore the diversity and intersection of individual characteristics and experiences with the aging process and how intersectional identities can influence, and be influenced by, aging and external factors and processes.

MOVING TOWARD AN AGE-FRIENDLY UNIVERSITY: SURVEY PROCESS OF GSU 50+ STUDENTS
Grace da Rosa,1 Jacqueline Laures-Gore,2 Sarah Barber,1 Mariam Qureshi,1 and Elisabeth Burgess1,2
1. Georgia State University, Suwanee, Georgia, United States, 2. Georgia State University, Georgia State University, Georgia, United States, 3. Georgia State University, Georgia State University - Atlanta, Georgia, United States

The proportion of Georgia’s population that is 60 years and older is growing rapidly. The 2010 U.S. Census Bureau predicted a growth of more than 20% of older adults by the year 2030. Georgia residents who are 62 and older are eligible to take courses at no or little cost at public state colleges. Due to the expected increase in Georgia’s aging
population, access to a free university education, and the large number of currently enrolled 62+ students at Georgia State University (GSU), it is crucial that GSU become an Age-Friendly University. During Fall 2019, a survey was distributed to 1046 students aged 50 years plus; 411 completed the survey (39% response rate). This presentation describes the process involved in designing and distributing the survey. Unique aspects of the survey’s development include the cross-generational and interdisciplinary contributions of the student, faculty, affiliates, and staff from GSU’s Gerontology Institute. The goal was to learn more about GSU students 50 years and older by assessing their motivation for attending school, challenges on campus, perceptions of how the university is currently addressing their needs, factors/resources that have helped/are helping them to adjust to school, and the extent to which they experience age discrimination on campus. The long-term goal of the survey is to use this information to direct GSU in becoming an Age-Friendly University.

NOW WHAT? MAINTAINING MOMENTUM AFTER ACHIEVING DESIGNATION AS AN AGE-FRIENDLY UNIVERSITY
Diane Martin,1 Nicole Brandt,2 Denise Orwig,1 Barbara Resnick,3 Daniel Mansour,4 Elizabeth Galik,1 John Schumacher,7 and Meredith Upton,1 1. University of Maryland, Baltimore, Baltimore, Maryland, United States, 2. University of Maryland School of Pharmacy, University of Maryland School of Pharmacy, Maryland, United States, 3. University of Maryland, Baltimore, Baltimore, Maryland, United States, 4. University of Maryland School of Pharmacy, Baltimore, Maryland, United States, 5. University of Maryland, Baltimore County, Baltimore, Maryland, United States

The Age-Friendly University (AFU) designation in higher education recognizes the institution’s commitment to a culture of age-inclusivity across programs and policies. While AFU institutions are embracing the demographic shifts in higher education and society at-large, effectively responding to the needs and desires of an increasingly older population requires ongoing acceptance and support from campus leaders to maintain momentum and stay relevant within a dynamic field. This session will describe the intentional and systematic approach utilized by an AFU steering committee to build interest in and develop meaningful collaborations in multiple domains across campus, including at the level of the president. Our initiatives focus on five themes that align with the 10 age-friendly university principles: support for workforce development, broadening community engagement, expanding engagement in aging research and dissemination, addressing barriers related to aging and our physical environment, and facilitating age-friendly efforts across our state. We will present our experiences in expanding awareness of and support for the AFU movement on our campus and share a model for institutions seeking ideas for sustainability of their own initiatives.

SIMULATING TREATING IN PLACE IN LONG-TERM CARE: INTERPROFESSIONAL TEAM CARE VIDEO CASE FOR NURSE PRACTITIONERS
Laurie Kennedy-Malone, UNCG School of Nursing, Greensboro, North Carolina, United States

As a means of enhancing clinical simulation opportunities for adult-gerontology nurse practitioner students, a series of video simulations were created for use for nurse practitioner education. With funding through the Health Resources and Service Administration (HRSA) Advanced Nursing Education Workforce grant and partnering with nurse practitioner clinical educators from Optum Health Care, a video simulation focused on the concept of treating an older veteran within a long-term care facility rather than transferring to the acute care setting was developed. The case Treating an Older Veteran within a Long-term Care Facility Video involved a nurse practitioner collaborating with a physician, a registered nurse, a social worker, and a family member. The interactive simulation video was developed using the eLearning authoring tool H5P to create learning experiences for students that can be used either in face-to-face classroom experiences or embedded in learning management systems. H5P is a web-based authoring tool that helps faculty build interactive course content. H5P activities provide instant feedback to students, allowing them to self-assess their understanding of the dynamic video simulation case. A faculty handbook that describes the case scenario with the interactive questions and suggested discussion questions is available. The adult-gerontology primary care nurse practitioner competencies addressed for this case are identified in the faculty handbook. These videos have been widely disseminated and are being included in nurse practitioner curriculum across the country. A QR code with access to direct viewing of the video will be included in the presentation.