breakdown in communication. Technology was highlighted to a lack of respect due to their age, and others painted as a experience by their younger colleagues, which some equated theme reported was the dismissal of participants’ work ex services, government, and healthcare. The most common multiple industries, most commonly administrative work, food of 41.06 years of work experience and worked across mul interactions in the workplace. Participants had an average recently retired (N = 10) to discuss their intergenerational community-based focus groups with adults ranging from change to mimic workplace interactions. We hosted three bias with opportunities for meaningful intergenerational ex gram for college students, pairing information on age-related qualitative data to inform the development of a training pro. Age-Friendly University framework, our aim was to gather approaches to teaching, research, and community engagement. 

Caring for people with dementia requires specialized competencies. Previous education programs had a positive effect on college students’ dementia knowledge, communication skills, empathy for and attitudes towards people with dementia. To prepare high school students to care for people with dementia – whether it be in a professional or personal capacity - a six session online Dementia Bootcamp was created. Topics included dementia overview, prevention, symptoms, and a framework for understanding them, communication, family support, and evaluation. Information was delivered via short didactic instruction, presentations by people with dementia, and experiential activities such as a virtual dementia simulation. Students met with a mentor, a person with dementia, or volunteered at a dementia day program. Parental consent and student assent were obtained for six students who participated in a focus group. The focus group was audio recorded and an interview schedule was used to understand what students learned, their response to online delivery, and recommendations for future offerings. Data was transcribed and verified, coded for categories and themes developed. Increased dementia awareness and knowledge, confidence in the ability to communicate with someone with dementia, how to prevent dementia, improved cognitive empathy and empathic imagination, and reduced stigma were reported. Online delivery was well received; students recommended longer sessions, more engagement with content and each other, and more information about how dementia affects the brain. The program has been integrated into a high-school health sciences curriculum.

ONLINE DEMENTIA BOOTCAMP FOR HIGH SCHOOL STUDENTS
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