

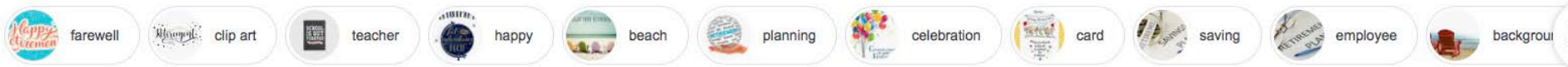


The challenges and opportunities of conducting pedagogical research

March 3, 2020, Trent Centre for Teaching & Learning

Background





a day ago
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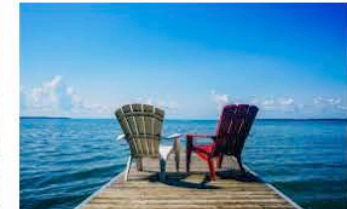
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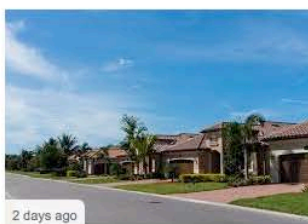
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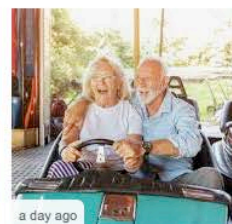
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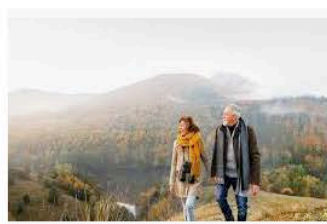
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How long will your retirement ...
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Retirement Financial Planning Checklist ...
aginginplace.org



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Mutual Funds: How to plan your ...
m.economictimes.com



When will you retire? – Mtlimes.ca
mtlimes.ca



10 Best Places to Retire in the U.S. ...
moneycrashers.com



Dreaming of early retirement? The No. 1 ...
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The First Issue In Retirement Planning
forbes.com



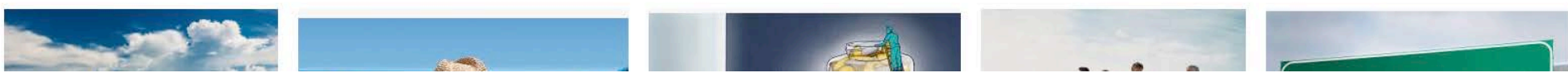
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retirement-readiness ...
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Presentation outline

- Background on my teaching
- Background on my research
- Connecting my teaching and research
- Internal SSHRC-funded Project: *Beyond pedagogy: Psychology of Aging at Trent University*
- Challenges & opportunities of pedagogical research



Background on my teaching

- PSYC 3550H: Adult development & aging
- More specifically: Aging and health; biological aging; Aging brain; Canadian healthcare system; Money, retirement & work; Family & social support; Transportation; Death, dying, and bereavement

Description:

Examines theory and research of aging within the framework of the life span perspective. Topics to be covered include theories of aging, lifestyle factors, personality, stress and coping, social resources, mental attitudes (optimism and personal meaning), death attitudes, and Alzheimer's disease. Topics will cover the dynamic process of development from early adulthood to the end of life, but with emphasis on the senior years. Perspectives will include our rapidly aging population in Canada and around the world, and how communities can support seniors who are increasingly aging in place, in their own homes or communities, rather than in institutions.

And students present in small groups on diverse topics such as....

- ▣ Aging in the LGBTQ community
- ▣ Cannabis use late in life
- ▣ Frailty
- ▣ Aging as a transgender person
- ▣ Aging in rural Canada
- ▣ Aging as a new Canadian
- ▣ Older workers
- ▣ Technology use among older adults
- ▣ Retirement on a limited income
- ▣ Vision loss or hearing loss
- ▣ Grandparenting as primary caregiver
- ▣ Co-housing between students & seniors
- ▣ Caregiving for older adults
- ▣ Impact of doctor shortage
- ▣ Depression and aging
- ▣ Physical activity
- ▣ Risky sexual behaviour among older adults
- ▣ Aging with pets
- ▣ Aging with an intellectual disability
- ▣ Medically assisted dying
- ▣ Coping with a family member's dementia
- ▣ Neurological plasticity
- ▣ Ageism
- ▣ Elder abuse



View from the Lectern

Note: This is a new feature, written by a TCAS member from the perspective of the classroom. Let us know if you have a story to share from your own perspective.

Teaching students about the mental, physical, and social processes of aging, within the context of sociocultural factors such as sex, gender, culture, religion, sexual orientation, and socioeconomic class, are the goals of the Psychology Department's Adult Development and Aging course. Presenting aging not as a negative, downhill process but as one filled with challenges and growth, hardship and laughter, is important, given Canada's rapidly aging population. However, bringing the aging experience to life for students who, for the most part, are only beginning their own aging journey, can be challenging in a classroom setting.



Elizabeth Russell and Mrs. Ruth Greenley

For example, how can we help students understand the factors associated not just with cognitive decline, but also with the strengthened sense of self that often accompanies growing older?

To address this challenge, I invited Mrs. Ruth Greenley to my Adult Development and Aging class at Trent. Mrs. Greenley co-owned W&R Greenley Booksellers in Belleville for 32 years, along with her husband Bill, until 2007. Together, they impacted the lives of many children, teenagers, and adults living in the area.

Now at age 88, Mrs. Greenley has the humour and openness to new experiences of someone a fraction of her age, and the wisdom of someone who has seen, experienced, and reflected upon many things in our changing world. Before the class, we took Mrs. Greenley on a tour of Trent, including lunch at the *Seasoned Spoon*, a drive by the Otonabee River, and a visit to the

Psychology Department. Our class treated Mrs. Greenley like a guest of honour. With perfect attendance, the students were quietly seated before class, and one found her a comfortable chair to sit in.

Weeks before, I asked students what they would most like to ask an older adult given the opportunity. Drawing from their questions, I informally interviewed Mrs. Greenley in front of the class about her life, her business, her marriage, and her experiences as a parent, grandparent, a new widow, and most of all, as a person simply continuing to live her life while growing old.

Students were able to jump in with their own questions at any time – and they did. I was very proud of them – they asked many respectful but challenging questions, listening to her every word with the undivided attention not often paid to our daily lectures. The students were able to see and hear, as they later observed in their written seminar reflections, many of the core course concepts brought to life.

Danielle Willette, a senior graduating psychology student, reflected: “Having Mrs. Greenley come visit our class at Trent University was a very special moment in our university careers. Being able to speak to Mrs. Greenley allowed us to receive true insight on the experience of aging, and provided us all with an example of what successful aging looks like. I'm glad that our class was able to experience this opportunity alongside Mrs. Greenley!”

Many students reflected that this course, and particularly the words of our guest, helped shatter their previously-held negative biases against growing older, and gave them pause to think about living life to the fullest, and to continue learning and growing at all life's stages.

Amber Allen, a senior graduating psychology student noted: “Getting to meet Mrs. Greenley and hearing her stories that provided great advice to us students was a great experience for me. Not only having Mrs. Greenley as a guest speaker in our class provided a lesson to us about the importance of taking a moment to relax in life, but also, talking with her was a

great opportunity to solidify key concepts that we have been learning throughout the course through the stories she told us about her life. Not often as a student do we get to have these special moments, so I have a great appreciation for this opportunity to talk with and listen to Mrs. Greenley.”

Stefano Pella, a senior psychology student, echoed these words: “The guest lecture we had with Mrs. Greenley was so gratifying, asking her questions about aging in person really put into perspective everything that we studied. She always had a smile on her face and was realistic about her aging process but still kept being the same person she described she was growing up and I think that's the most rewarding moment I can take from this course!”

A few months after her visit, Mrs. Greenley reflected upon the experience. “It was great to get an opportunity to speak with young people. We don't see enough young people. I felt that they included me as a part of the family. We had a great conversation. I thought the pupils were exceptionally polite and nice, and fun, and we loved the lunch where the students

eat (the *Seasoned Spoon*). That was a great experience, we all remarked on that, how nice they were to us there too, and we got to share a piece of cake. The school is very modern and nice. The ramps and things, since I was using a walker – I found it very user-friendly. I enjoyed it very much – it was all just part of a good view on life. If you're given an opportunity – take it. Even though you're not sure you're going to succeed. Take that and run with it."

As an instructor, I have done my best to articulate course concepts, but Mrs. Greenley and her wise words, I'm sure, is who students will really remember from this course as they leave Trent behind and move on to the next phase of their adventure.]

- Elizabeth Russell, Assistant Professor, Psychology

Background on my research



- Elizabeth McCrillis, Ph.D., Assistant Professor, Department of Psychology
- Mark Skinner, Ph.D., Canada Research Chair & Dean of Social Science
- Amber Colibaba, M.A., Research Coordinator, Rural Aging CRC Program

Building sustainable rural age-friendly communities



Rural Age-Friendly Research



You are invited to participate in an interview with our team of researchers from Trent University to discuss your community's age-friendly program!

The *Building Sustainable Rural Age-Friendly Initiatives* research project aims to document expert **community leaders'** and **program participants'** perspectives about the barriers that may prevent, and factors that may support, sustainable age-friendly programming.

We will be in your community:





Emergent Challenges and Opportunities to Sustaining Age-friendly Initiatives: Qualitative Findings from a Canadian Age-friendly Funding Program

Elizabeth Russell ^a, Mark W. Skinner^b, and Ken Fowler^c

^aAssistant Professor, Department of Psychology, Trent University, Peterborough, Ontario, Canada;

^bDean of Social Sciences, Professor and Canada Research Chair in Rural Aging, Health and Social Care, Trent School of the Environment, Trent University, Peterborough, Canada; ^cProfessor, Department Head, Department of Psychology, Memorial University of Newfoundland, St. John's, Canada

ABSTRACT

Age-friendly initiatives often are motivated by a single funding injection from national or sub-national governments, frequently challenging human and financial resources at the community level. To address this problem, this paper examines the challenges and opportunities to sustaining age-friendly programs in the context of a Canadian age-friendly funding program. Based on a qualitative thematic content analysis of interview data with 35 age-friendly committee members drawn from 11 communities, results show that age-friendly sustainability may be conceptualized as an implementation gap between early development stages and long-term viability. Consistent over-dependence on volunteers and on committees' limited capacity may create burnout, limiting sustainability and the extent to which communities can truly become "age-friendly". To close this implementation gap while still remaining true to the grass-roots intention of the global age-friendly agenda, sustainable initiatives should include community champions, multi-disciplinary and cross-sector collaborations, and systemic municipal involvement.

ARTICLE HISTORY

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KEYWORDS

Age-friendly communities;
rural aging

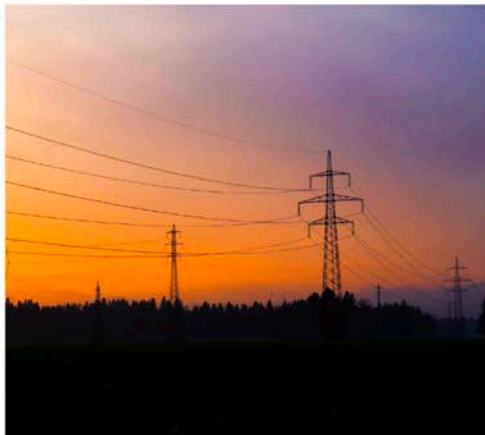
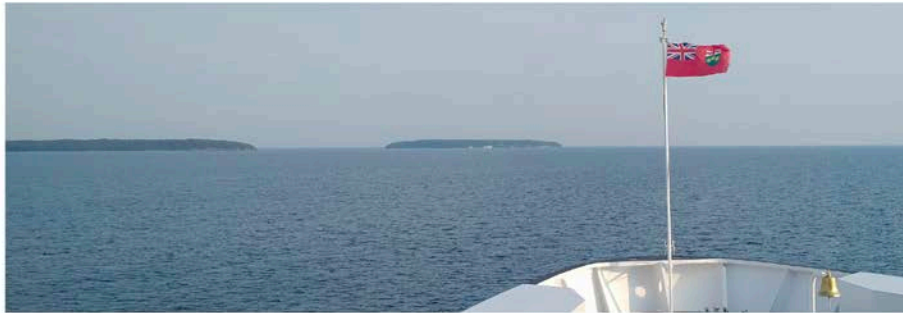
Building
sustainable rural
age-friendly
communities

Introduction

Based on an analysis of data drawn from a program evaluation of a Canadian age-friendly funding initiative, this paper seeks to identify the challenges and opportunities to sustaining age-friendly programs. Our analysis was guided by three research questions: 1) under what circumstances are age-friendly committees successful in establishing sustainable age-friendly initiatives? 2) under what circumstances are age-friendly committees challenged to establish sustainable age-friendly initiatives? and 3) is a burden of sustainability placed upon community leaders implementing age-friendly initiatives? The aim is to contribute to the age-friendly literature by explicitly articulating and exploring those factors underlying age-friendly sustainability and describing

RURAL ONTARIO FORESIGHT PAPERS

2019



Services for an Aging Rural Population

Lead Author: Mark Skinner
Co-Author: Elizabeth McCrillis

Introduction

Twenty years ago, Health Canada's special Advisor on Rural Health described access to Canadian healthcare services in this way: "If there is two-tiered medicine in Canada, it's not rich and poor, it's urban versus rural" (Wooton, as cited by Laurent, 2002). Two decades later, the rural population in Canada is rapidly aging; the baby boom generation has moved through the population's demographic figures since the second world war, its weight affecting every aspect of social and public policy, including debates about the provision of services (Statistics Canada, 2017). Wooton's concept of two-tier medicine perhaps still rings true today given downsizing and restructuring in rural health care, despite the needs of the aging population, and can be accurately applied to other rural services, especially those relevant for older adults such as housing and transportation (Hanlon & Skinner, in press).

The concern for rural services today is only more timely and relevant as it is no surprise that the rural population is aging. The release of Statistics Canada's (2017) report on age, sex and type of dwelling data from the 2016 Census created an instantaneous ripple effect in national media outlets, citing the anticipated statistic that "for the first time, seniors outnumber children in Canada, as the population experienced its greatest increase in the proportion of older people since Confederation"

Connecting my research and teaching

- Abbeyfield House Society of Lakefield & 4 fourth year psychology students: Kara Rutherford, Amy Smith, Natalie Jennings, & Laurel Pirrie



Abbeyfield House Society of Lakefield hopes to build seniors house in village

By Niki Anastakis
Videographer Global News

Comments Facebook 73 Twitter Email Print ...



Abbeyfield House Society of Lakefield hopes to build seniors home in village



Abbeyfield House Society of Lakefield:

A COMMUNITY BASED APPROACH TO RETIREMENT LIVING DEVELOPMENT PROJECTS

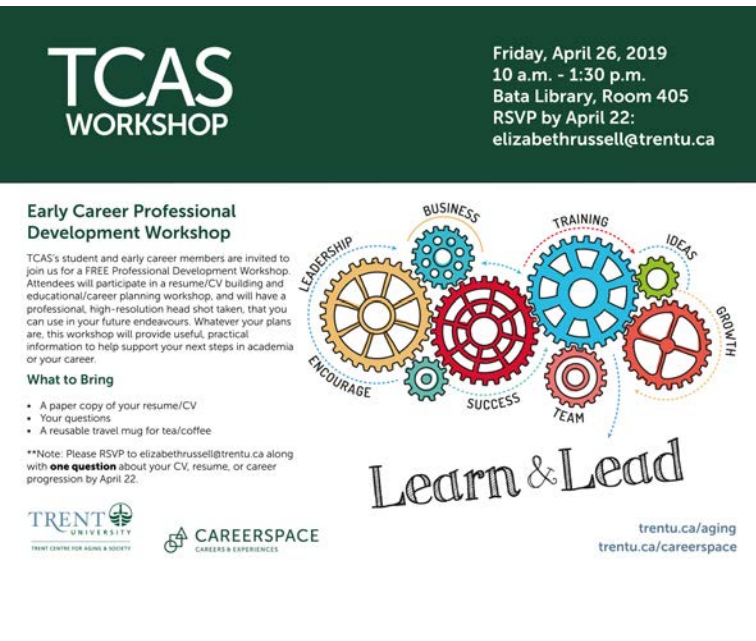
- Objective: To determine the feasibility and community preferences toward future development of an Abbeyfield house

*"I think there's
a great need
for affordable
housing for
seniors."*

*"Being somewhere
within the village is an
important thing"*

Connecting my research and teaching

- ❑ Northumberland Community Health Center & 4th year honours psychology student: Emily Mullins
- ❑ Investigating student/senior co-housing: 3rd year practicum student Jenelle Dallaire
- ❑ Trent Centre for Aging & Society (TCAS) student workshop



TCAS WORKSHOP

Friday, April 26, 2019
10 a.m. - 1:30 p.m.
Bata Library, Room 405
RSVP by April 22:
elizabethrussell@trentu.ca


Early Career Professional Development Workshop

TCAS's student and early career members are invited to join us for a FREE Professional Development Workshop. Attendees will participate in a resume/CV building and educational/career planning workshop, and will have a professional, high-resolution head shot taken, that you can use in your future endeavours. Whatever your plans are, this workshop will provide useful, practical information to help support your next steps in academia or your career.

What to Bring

- A paper copy of your resume/CV
- Your questions
- A reusable travel mug for tea/coffee

****Note:** Please RSVP to elizabethrussell@trentu.ca along with **one question** about your CV, resume, or career progression by April 22.



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Beyond pedagogy: Psychology of Aging at Trent University

- Ageism: Discrimination against older adults
- Research Q: After completion of PSYC 3550H,
 1. Do students' **attitudes towards older people** and the **aging process** measurably **improve**?
 2. Are students **less afraid of growing older**? and
 3. Are students **more compassionate** toward older people?
- Method:
 - ▣ 2 school terms (+1 control condition)
 - ▣ 2 small, undergrad-focused universities
 - ▣ Pre-post course ageism measures (quant analyses)
 - ▣ Post-course focus groups (qual analyses)
 - ▣ Seminar reflections (qual analyses)

Challenges & opportunities of pedagogical research

□ Challenges:

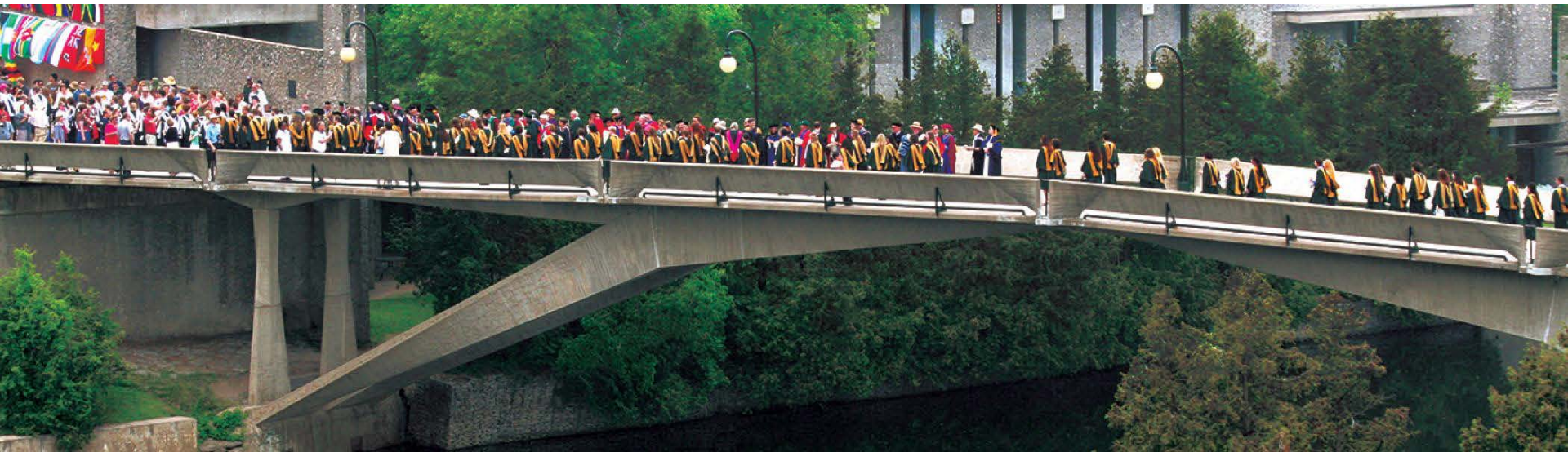
- Ethics
- Funding
- Logistics of qualitative data collection in particular
- Confusion of student participants
- Running a multi-university pedagogy project

□ Opportunities:

- Refine course & benefit future students
- Relevant outside of ageing (experiential learning)
- Disciplinary relevance nationally
- Understanding how to reduce ageism in various social contexts
- Knowledge relevant to workforce
- Demonstrate the importance of a liberal arts education



Thank you!



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