

# TRENT CENTRE FOR AGING & SOCIETY NEWSLETTER

## Featured Articles:

New partnership with  
Centre for  
Interdisciplinary  
Research on Aging &  
Care

New TCAS research on  
teaching and learning  
about age studies

Long-term care home  
and University-  
Integrated Seniors  
Village update



## Director's letter

With the return of cool summer evenings and the ripening of the apple trees, we can't help but feel fall in the air. And with fall comes back-to-school, and this year, more than ever before, we look forward to returning to our beautiful campus. Along this vein, Amber and I thought that our readers would be interested in learning more about the incredible teaching and learning opportunities for students and faculty, alike, through TCAS. From profiling a new collaborative teaching partnership with the University of Graz, Austria, to exploring student experiences in and out of the classroom, to pedagogical research on aging, and so much more, I am proud to share many teaching-related accomplishments of our members in the past year. As we look forward to the development of a new long-term care home and University-Integrated Seniors Village on Trent's campus, the opportunities for students and older adults to learn together is tremendous. As a student participant from my recent research study on the pedagogy of aging stated, "Learning about aging helped me to realize that overall, I want to make life better for people."

I wish you a safe and happy return to campus this fall. With all that we have experienced in the last year, taking a moment to reflect upon – and enjoy – this monumental transition back to “normal” is important.

Sincerely,

Elizabeth



### TCAS Director

Dr. Elizabeth Russell  
elizabethrussell@trentu.ca

### TCAS Coordinator

Amber Colibaba  
acolibaba@trentu.ca

**TCAS Members: Do you have an update of any kind you would like included in the next newsletter? Please let us know! E-mail any and all updates (publications, news articles, webinars, conferences etc.) to [aging@trentu.ca](mailto:aging@trentu.ca). No update is too small!**

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TCAS members enjoying the Otonabee River under the Hunter St. Bridge in downtown Peterborough

# University-Integrated Seniors Village and long-term care update

Plans are underway for the new University-Integrated Seniors Village and long-term care collaborative project between Trent University and peopleCare Communities.

In a community meeting on May 20th, 2021, Trent outlined the next phase of the project, including:

- Submitting the Stage 1 Site Plan by June 2021
- Hosting a visioning exercise for the project in Summer/Fall 2021.

The visioning exercise will incorporate elements such as a nature-inclusive design approach, the location of higher intensity uses, the interface with adjacent natural features, and green spaces within the development block.

TCAS is honoured to be a part of this exciting project. In reference to the collaboration with TCAS members, Dr. Cathy Bruce, (A)VP Research & Innovation, stated,

*"Members of the Trent Centre for Aging & Society have been part of an international project that studied promising practices in long-term care and discussions began a few years ago about how that learning can be put into practice in our community, especially knowing that Peterborough has one of the longest waitlists for long-term care homes."*

Click the links below to explore more information on the long-term care home and University-Integrated Seniors Village. We will continue to update our membership in newsletters, e-blasts and social media as the project moves forward and new developments arise.



Trent Lands and Nature Areas Plan

[Trent Lands Plan Newsletter](#)

[Trent Lands Plan Website](#)

[Community Meeting - May 20th 2021](#)

## New partnership between TCAS and CIRAC focuses on collaborative research and teaching

We are thrilled to announce a new Memorandum of Understanding (MOU) between the Trent Centre for Aging & Society/Trent University, and the Centre for Interdisciplinary Research on Aging and Care (CIRAC)/the University of Graz, Austria. This MOU will allow TCAS and CIRAC to continue their supportive relationship in promoting interdisciplinary and collaborative age studies learning experiences for students, as well as formalize new and ongoing research collaborations.



Dr. Stephen Katz, Dr. Elizabeth Russell and Dr. Ulla Kriebnernegg signing the MOU over Zoom Summer 2021

The MOU comes at a time of collaboration between the two age studies centres, with Dr. Ulla Kriebnernegg (Graz) and many TCAS members. In addition to being the inaugural visiting scholar in the Stephen Katz Distinguished Visiting Scholar in Interdisciplinary Aging Studies, Dr. Kriebnernegg has a longstanding collaborative relationship with former TCAS Director, Dr. Sally Chivers - having spent time together in Graz, Austria during Dr. Chivers last sabbatical,

and in 2017 they co-edited the book *Care Home Stories*. Dr. Kriebnernegg was a co-chair on the [TrentAging2019 conference](#) along with Dr. Chivers, Dr. Mark Skinner and Dr. Suzanne Bailey.



Dr. Ulla Kriebnernegg at the TrentAging2019 conference

Most recently, TCAS founding member Dr. Stephen Katz and Dr. Ulla Kriebnernegg took advantage of the online learning environment brought on by the COVID-19 pandemic and started a [collaborative teaching-based partnership between TCAS and CIRAC](#), focused on giving students international and interdisciplinary perspectives on age studies.

Using longstanding collaboration to fuel this new partnership, Dr. Katz (instructor of the TCAS-based aging course [Foundations in Interdisciplinary Aging Studies](#) CSAS 5000) and Dr. Kriebnernegg are working together to allow students to learn from fellow age studies scholars.

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With the shift to online learning, Dr. Katz was involved in a doctoral seminar at the University of Graz, taught by Dr. Kriebnernegg, including some of his CSAS 5000 course material within guest lectures geared towards the sociology of age studies. In reflecting on the value to the students of having this international perspective in her course, Dr. Kriebnernegg states:

*"I think the students enjoy having different perspectives on the same discipline. Having Stephen talk about age from a sociological background and then I dig deeper into the narratives such as film and cultural representations of aging, it's very complimentary."*

*Dr. Ulla Kriebnernegg*



Dr. Ulla Kriebnernegg, Dr. Mark Skinner, Dr. Sally Chivers and Dr. Suzanne Bailey at the [TrentAging2019 conference](#)

Partnerships with other aging research centres can allow for cross-university, collaborative opportunities for Trent University students, which Dr. Katz envisions is the future of this partnership with CIRAC.

*"Many research centres are teaching very similar things [to that of CSAS 5000] at the graduate level in North America and elsewhere and I thought...what a shame that we're not collectively offering our imaginative brilliance and expertise to all of our students."*

*Dr. Stephen Katz*

The momentum facilitated through collaborations between Dr. Katz, Dr. Chivers and Dr. Kriebnernegg illustrate the valuable working relationship already underway between TCAS and CIRAC. We trust that this new MOU will pave the way for future collaborations and increased ways to provide age studies learning opportunities to students.



Dr. Stephen Katz and Dr. Ulla Kriebnernegg

# TCAS prepares Trent alum for supporting seniors in the Durham Region

By: Linnea Veloce, TCAS Community Associate Member



- Previous TCAS Graduate Associate Member (M.Sc., Psychology, Trent)
- October 2020 July 2021 led the Age friendly Durham Portfolio, including co chairing the Durham Council on Aging, developing the [Beauty of Experience Anti Ageism Campaign](#) and achieving the Region of Durham's membership with the WHO's Global Network for Age friendly Cities and Communities
- July 2021 Present Policy Advisor, Strategic Initiatives, Region of Durham creating and implementing policy and new initiatives to promote community engagement and authentic partnerships

I was sitting in Professor Russell's office one day, having the classic discussion "What do you want to do after graduation?". Frankly, I had no idea. Do I further pursue academia or try the workforce for a little bit first? Am I qualified enough for any 'real' job? Would I ever get a job in a field I'm truly interested in? I was panicking. I remember Elizabeth writing down the words "Policy Analysis" on a sticky note. She said, "this would be perfect for you". Internally, I immediately dismissed the idea, I thought "I will never be qualified enough for a role like that."

I became interested in aging studies after undergrad and explored it further through volunteering during my time off from school. When I moved to Peterborough for graduate studies, one of the first things I did was Google local opportunities to volunteer with older adults and TCAS popped up in my search results. I was so excited- this was a network of students, faculty, and community members whose work was dedicated to understanding the aging experience and it was happening at my own school! But I was new to Trent, I didn't know anyone, how do I join this research centre? I looked up the office location (Blackburn at the time) and thought "I'm going to walk in there one day and just ask, how hard could that be?". Actually, really hard (there's a reason my research is in social anxiety). One day I got lost in Blackburn (as one does) and stumbled across the TCAS office. I perceived it as fate and decided to walk in. I met Sylvia that day. That initial interaction was so positive that I immediately knew I wanted to be a part of TCAS. Sylvia referred me to Elizabeth Russell to discuss my interests-since I was a psychology student, it would be a great starting point to learn more about the centre.

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*TCAS is unique because of its membership- it is comprised of passionate, accomplished, subject matter experts who are so authentic and open to meeting students, providing guidance and sharing knowledge - they really want to see you succeed and achieve as much as they have.*

All I had to do was knock on Elizabeth's door and say "Hi, I'm interested in aging studies, how can I be involved?". I credit this moment to much of my achievements that followed that day. Elizabeth was warm, kind, and immediately provided ideas and opportunities for me to get involved.

After this initial chat, I applied to be a student member of TCAS, applied to volunteer at a local long-term care home and set a goal to be Elizabeth's TA for her aging course. Despite having no formal training or specialized education in aging studies, I was accepted as a student member of TCAS and delved into this new opportunity.

Elizabeth and I kept in touch throughout the semester, which led to multiple opportunities to meet other TCAS members, broadening my network and skillsets. I took Stephen Katz's Foundations in Interdisciplinary Aging Studies course, which challenged me to think critically of societal narratives of aging and shaping my perspectives of the life course. I co-coordinated the Early Career Professional Development Workshop for TCAS students in collaboration with other TCAS members.

I was Elizabeth's TA for her aging course, where I designed and delivered my first-ever guest lecture. I met international researchers and experts through various guest lectures and through the TrentAging 2019 conference. These small and seemingly insignificant events all accumulated into something much bigger. I was immersed in the interdisciplinary world of aging and was fortunate enough to meet and learn from trailblazers in aging research. I was so inspired that I knew I wanted to explore career paths I didn't think were possible for me, something to contribute to the changing the discourse of aging. If not for the members of TCAS and the mentorships that blossomed from these new relationships, particularly the female members who hold distinct leadership roles, I would never have believed in myself enough to expand my comfort zone.

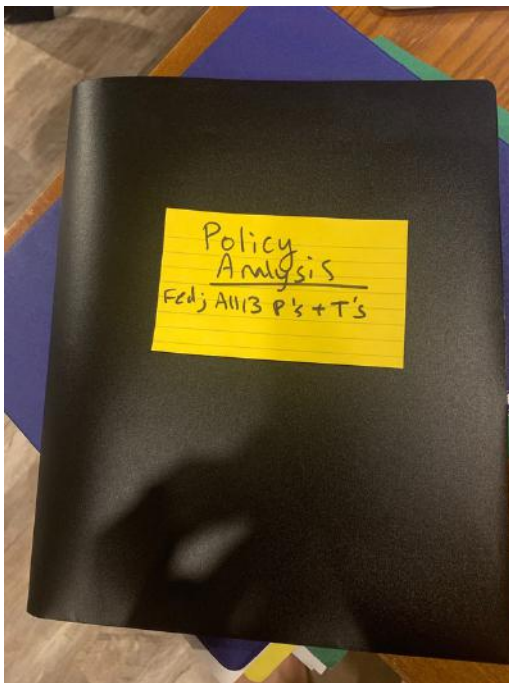


TCAS Director Dr. Elizabeth Russell, Linnea Veloce and other TCAS student members at the Early Career Professional Development Workshop in 2019



*Through my participation with TCAS, I sharpened my project management skills, challenged societal narratives of aging in a way I never had before, opened myself to learning a new research area that wasn't my expertise, and strengthened my networking and relationship building abilities- all qualities to which my current employer considers my biggest assets.*

Two years later, I still have that sticky note. It's tagged in my "job folder". Although I didn't believe policy analysis would be suited for me, Elizabeth did, and that was enough for me to hold onto those two words.



After graduation, I worked in the psychology department for a year, still participating with TCAS events, still keeping in touch with many of its members, still thinking about "Policy Analysis". When I learned of an opportunity to work in age-friendly policy for the Regional Municipality of Durham, I took a chance and applied for it, Elizabeth encouraging me every step of the way. If it weren't for my membership with TCAS, the support I received from its membership, and the knowledge and skills gained from the opportunities that arose from it, I would not be where I am today...A Policy Analyst for age-friendly planning in the Durham Region.



Linnea Veloce and Amber Colibaba enjoying the Otonabee River at the 2019 TCAS Membership Day

## CSAS 5000: The student experience

Foundations in Interdisciplinary Aging Studies (CSAS 5000) is the core course for the Collaborative Specialization in Aging Studies at Trent. Taught by Dr. Stephen Katz, the course traces the evolving conceptualizations of aging, old age and life course and their role in understanding the processes, outcomes and representations of aging. CSAS 5000 uses a seminar-style format to allow Dr. Katz, the students, and guest speakers to come together (in person) to learn and initiate conversations about age and aging.

Due to the COVID-19 pandemic, the Winter 2021 semester saw a format change of the course, moving it to online (Zoom) delivery. Three students joined Dr. Katz virtually this past year to examine aging from a critical perspective.

We interviewed graduate students (An Kosurko, Chloe Devlin and Constance Patterson Dupuis) to learn about their experience taking the CSAS 5000 course!



**An Kosurko**

Ph.D. Candidate, Social Sciences  
University of Helsinki



**Chloe Devlin**

M.Ed. Candidate, Educational Studies  
Trent University



**Constance Patterson Dupuis**

Ph.D. Candidate in Development Studies  
University of Rotterdam

### **Tell me a little bit about your experience taking the CSAS 5000 course? What are some of the things you enjoyed most?**

**An:** The course was great! I found it very informative on many themes related to age and aging. It also gave me the opportunity to bring in my own research interests and to have conversations with Dr. Katz and my fellow classmates about aging and critical gerontology. I especially loved the interdisciplinary aspect of the course and the guest speakers we had - from human geography to social work, history - the study of aging is not about medical approaches to aging and how to fix it, but how we need to think differently about the longevity of life.

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**Chloe:** I really enjoyed taking this course, and the rich discussions that took place during our meetings. I learned so much from Dr. Stephen Katz, but also from my two classmates Constance and An. Every week we shared different resources and books with one another and my reading list has more than doubled since the start of the course! While there are so many issues that need addressing from the lack of funding towards elder abuse within Ontario to the obvious mess that is long-term care, the course was designed in a way that we were not left feeling overwhelmed with the content but rather inspired by the current work being done and the ways in which we can get involved in making a difference. The guest speakers were so valuable to hear from!!

**Constance:** Because aging is not the focus of the institute I am based at, this course was very important for me to gain a better understanding of the foundational debates in aging studies. It was a great way to get a solid overview in a dynamic context. I also loved that we were a small group, it allowed me to learn a great deal from the other participants as well.

### **What was your experience like taking the CSAS 500 course during the COVID-19 pandemic (online learning)?**

**An:** I liked the intimate nature of the conversations we were able to take part in and the detail we got into. Just listening to Dr. Katz is beneficial, but he was also very receptive to questions and random thoughts that led us into fruitful discussions.

**Chloe:** Dr. Katz did an excellent job fostering a sense of community amongst our course, even from a distance. I really do not enjoy online courses, and I would avoid them during my undergraduate degree, but I really enjoyed this one!

**Constance:** Having been online for a year already at the beginning of the course, the online format was easy to adapt to. In fact, it is only because the course was online-based that I was able to participate.

### **What did/will the course impact your studies/research/views on aging studies?**

**An:** *It has made me think a lot more about aging across the life course and how all people are vulnerable at all stages of life and that we need each other – we're all aging all the time. Segregating people by age has caused so many problems and there's a lot of fear about aging and a huge industry around trying to stop it, cure it, prevent it, shape it according to various norms. We need to change how we think about aging and do better at caring for our older citizens.*

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**Chloe:** This course left me feeling very inspired. I had not previously considered a career related to aging studies but now I can see that there are many different paths that I could take while building on my education and work experience. I am very interested in the concept of intergenerational relationships and programming and the ways in which these connections combat ageism, and increase wellness for all involved within the programs. I would love the opportunity to further research and advocate for, the inclusion of intergenerational programming at the long-term home and age-friendly community that Trent is partnered to create.

**Constance:** *Because this course allowed me to fill some of the gaps in my knowledge of aging studies, this course will have many impacts on my work. I am very grateful!*

### **What do you see as the value for graduate students taking an aging-related course like CSAS 5000?**

**An:** I think the value is that aging is something that touches everyone in unique ways. From an academic or career perspective, there is no field that will not be influenced by or influence aging issues and interests. Understanding the key concerns and learning how to think and articulate them critically from multiple perspectives will be important for leaders, thinkers, and citizens well into the future.

**Chloe:** I think that all graduate students would benefit from taking an aging-related course like CSAS 5000. Regardless of research interests, being mindful of our language, biases and even just understanding where we have come from and where we are now in aging studies would result in a better understanding for all and help to further combat the ideas of “successful aging” and ageism within our communities. I have brought my knowledge of age studies into my education courses, specifically within a course about wellness and advocated that intergenerational programming leads to an increase in wellness for youth, and aging adults and the value of including these connections within our schools and the feedback from my professors, and my peers, has been very positive. I have recommended this course to all of my peers!

**Constance:** Even if aging is not your precise focus, the course engages with major themes of critical social sciences and provides insights into the aging dimensions of these. This is particularly important because aging perspectives are often neglected or only simplistically acknowledged from many of these debates.

**[Click here](#) to learn more about CSAS 5000 and the Collaborative Specialization in Aging Studies.**

## New TCAS research: Teaching and learning about age studies

What are students' perceptions of aging after they take an undergraduate-level course focused on aging? In 2017, TCAS Director Dr. Elizabeth Russell and her colleague at Cape Breton University (CBU), Dr. Éric Thériault, asked themselves the same question. As professors teaching Psychology of Aging courses at their respective universities, they wondered how students' attitudes towards older adults and the aging process may be affected by completing a typical, lecture-based undergraduate course on aging: often their first opportunity learning about this topic.

The project, *Beyond Pedagogy: the Psychology of Aging*, now complete, has been published in the Canadian Journal on Aging, one of Canada's primary journals focused on age studies. The paper, co-authored by Dr. Russell, Dr. Thériault, and Amber Colibaba reveals how lecture-based courses focused on aging may be sufficient to facilitate positive attitude change among undergraduate students towards older adults and the aging process.



Dr. Elizabeth Russell & Psychology of Aging class guest, Mrs. Ruth Greenley, in 2017. Mrs. Greenley owned Greenley's Bookstore in Belleville when Elizabeth was little!

With the help of student research assistants at Trent (Simon Godin, Linnea Veloce, Simal Iftikhar, Aarzo Nathani, Amber Colibaba) and at CBU, the 2019 Internal SSHRC Explore Grant-funded study included focus groups and interviews with students from both universities across two academic years (2018-19 and 2019-20) about how the course may have impacted their perceptions of aging.

*Key findings showed that Psychology of Aging courses content stimulated a deeper understanding of the aging process, prompting a reduction in and increased awareness of ageism and enhanced personal connection with aging, ultimately facilitating the development of an **age-conscious student**.*

Project findings will also be presented at the 2021 Canadian Association of Gerontology Conference.

*I learned a lot of valuable skills working on this project. It sparked my interest in research and definitely put me on the path that I am right now.*

Aarzo Nathani, Survey Analyst at the Association of Faculties of Medicine in Canada and Former TCAS Undergraduate Associate Member

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In reflecting on the value of understanding how lecture-style courses can have a direct impact on student, Dr. Elizabeth Russell mentioned,

*Though experiential learning and community-based research is ideal, sometimes we work with what we have. It is exciting to learn that simply taking a traditional, lecture-based course entirely focused on aging is sufficient in facilitating the development of a student who is more in tune with aging - that of themselves, their families, and those around them.*

Dr. Elizabeth Russell

Reflecting on the collaborative partnership, Dr. Thériault states,

*This study was born from a chance encounter at a conference. Where over lunch we asked ourselves, are our students benefiting from what we do in the classroom, from our experiences, from our research? With ageism being as pervasive as it is, does taking a class in gerontology help, is it part of the solution?*

*Essentially, are we, as instructors and researchers, making a difference? The answer, thankfully, is yes! There is tremendous value to this type of work, to better understand ageism, education, pedagogy, and how we can make a difference. There aren't many of us who study aging in psychology, let alone teach courses in the field, this project, although far from completed, has been a wonderful collaboration, and addition to my research program, it has truly been a delight.*

Dr. Éric Thériault

## 2020-21 TCAS student theses focused on aging

Two TCAS student members, Aarzo Amin Nathani (honours student, supervised by Dr. Elizabeth Russell) and Laura Poulin (Ph.D. student, supervised by Dr. Mark Skinner) recently completed a thesis on aging studies. Read more to learn about their research and what is next for each of them!



**Aarzo Amin Nathani**

B.A. (Honours),  
Psychology  
Trent University

### **Description of research:**

*"My thesis* focussed on rural age-friendly communities in Ontario and examined the inclusivity of initiatives implanted under the age-friendly umbrella. This topic allowed for a deeper understanding of the impact of inclusivity on the older adults in those communities. Qualitative analyses of interviews with age-friendly stakeholders demonstrated that age-friendly initiatives are not typically inclusive of all older adults as their reach was limited due to implementation barriers and bigger picture issues. These findings indicated an increase in barriers for many older rural adults to accessing age-friendly initiatives."

### **Most enjoyable experience while undertaking your thesis:**

*"I enjoyed the data analysis component of my thesis the most. Even though it was the most time-consuming and challenging part of my thesis, it really pushed me out of my comfort zone and thoroughly shaped my critical thinking skills. This portion of the thesis is when I could truly make it my own (since I used secondary data) and that was extremely motivating."*

### **What's next?:**

"I'm now working as a survey analyst at the Association of Faculties of Medicine in Canada (AFMC) where I get to apply a lot of the skills I learned during my thesis, eg: using NVivo, quantitative and qualitative analysis, and data compilation and cleaning."



**Laura Poulin**

Ph.D. Candidate  
Canadian Studies  
Trent University

### **Description of research:**

"Embracing a community-based partnership between The Trent Centre for Aging & Society, Haliburton Highlands Health Services, Seniors Care Network and Haliburton Extendicare, my project explored

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the experiences of rural older adults as they transferred either between 1) a hospital and a long-term care home or 2) a hospital and a residential home in the community. Collecting both verbal and observational data, my study included the perspectives of older adults and their informal supports as well as front-line staff and administrators to try to understand how aspects of the rural care context influence these experiences."

*"This project was particularly important to highlight the inequities faced by and within aging populations and the facets of care provision which reinforce these inequities. Drawing attention to the need for health systems transformation across multiple scales, this research provides insight into how to provide quality health services to aging populations."*

Click [here](#) for a report, published by Laura, that speaks to the main findings of her thesis.

### **Most enjoyable experience while undertaking your thesis:**

"Writing my Ph.D. helped me to piece together many of the experiences I have had working with older populations in the health care system. There are a lot of barriers to providing care for older people and the answers aren't simple. It's not just about needing more money or more staff to provide quality health care, it's about recognizing the engrained elements of our system that are truly not conducive to supporting the holistic health of older adults or their continued pursuit of quality of life.

Health care has become a huge 'blame game' and a lot of antagonisms has been generated between sectors, administrators, health professionals, informal supports and older patients. Working in many sectors, at many levels, gave me the opportunity to better understand the multi-levelled perspectives that exist in health care that foster these tensions in practice. Exploring the root causes of these tensions and generating recommendations for change has been really satisfying to me knowing that I am supporting the people I worked alongside as well as those I aimed to care for. My hope is that this research can be used to create change in practice so that the strain placed on health professionals is eased and so that older people and their loved ones get the care that they deserve."

### **What's next?:**

"It is an exciting time to be wrapping up my Ph.D. in aging and health at Trent, especially with the newly approved long-term care home that will be being built on campus. Since I still have one more aging course to complete in the winter term, I have taken on a Research Assistant position in the time being, looking at best practices and using the skills I have acquired at Trent to support the committee overseeing Trent's new University-integrated Seniors Village long-term care project. I am really looking forward to this opportunity and for what this joint venture will bring to the Peterborough community. Beyond that, I really hope to continue researching, teaching and listening to the voices of older people and their loved ones to improve the health care services they receive."



## TCAS members receive Trent research awards

TCAS would like to warmly congratulate to Dr. Sally Chivers, Dr. Mark Skinner, Dr. Elizabeth Russell and Amber Colibaba for receiving Trent University research awards presented by Trent's Office of Research and Innovation earlier this spring!



In April, former TCAS Director Dr. Sally Chivers received the 2020/2021 Distinguished Research Award for her contributions to the interdisciplinary study of aging and research in disability.

**Click [here](#) to watch Dr. Chivers on Global News**

**Click [here](#) to read the Trent News article about Dr. Chivers**



In May, the Rural Aging Research Program, consisting of TCAS Coordinator Amber Colibaba, founding Director Dr. Mark Skinner, and current Director Dr. Elizabeth Russell received the inaugural Trent University Research Impact Award for their work stewarding original and impactful research that has contributed to society.

**Click [here](#) to read the Heart of Trent awards announcement**

**Click [here](#) to read the Trent News article about the Rural Aging Research Program**

## Aging during COVID-19: Research update

*In September 2020, the Trent Centre for Aging & Society launched the [Aging During COVID-19 video series](#), which featured three TCAS member-led projects, funded by Trent's Office of Research and Innovation, that examined different elements of the experiences of aging during the COVID-19 pandemic. One year later, the three projects have had tremendous success, publishing their findings in reports, videos, and journal articles. Read on for an update on the three projects!*

### Social Isolation to Social Connection

At the onset of the COVID-19 Pandemic, Ann MacLeod, Dr. Catherine Ward-Griffin, Dawn Berry-Merriam, Jayne Culbert, and Justine Levesque participated in teleconferences co-led by Peterborough Public Health, identifying social isolation as a concern for seniors and their caregivers. Eight local organizations collaborated in this project to examine the health experiences of frail community-dwelling seniors, family and formal caregivers from urban, rural, and Indigenous communities during the COVID-19 pandemic in our region. Preliminary findings stemming from analysis of virtual interviews and documents enabled participants and the larger Age-Friendly Peterborough network to identify supports needed and prioritize recommendations to mitigate the negative impacts of social isolation.



Ann MacLeod

The Working Groups of Age Friendly Peterborough are now actively addressing the recommendations derived from the research that were put forth at the Annual Age Friendly Peterborough meeting in December 2020.

For any questions about the Social Isolation to Social Connection project or to get involved, please contact Ann MacLeod (705-748-1011 ext. 7386 or [annmacleod@trentu.ca](mailto:annmacleod@trentu.ca)).

**Click [here](#) to watch the Social Isolation to Social Connection video**

**Click [here](#) to read the recommendations in the Final Report – Social Isolation to Social Connection, and [here](#) to view the Project Summary**

**Click [here](#) to read the Peterborough Currents article**

**Click [here](#) to listen to Ann and Justine on the Public Health Insights Podcast**

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## Imagine Aging

Led by TCAS executive member and past director Dr. Sally Chivers, with Co-Investigators Dr. Tamara Daly (York University), Dr. Julia Brassolotto (University of Lethbridge), and TCAS member Dr. Albert Banerjee (St. Thomas University) and with the support of research assistant Kate Simola, Imagine Aging builds on a larger project that seeks to push the envelope on age-friendly policies to be more equitable policies and practices for those who are not included in many official age-friendly frameworks.

One of the deliverables from the Imagine Aging project was the publication of three digital cues (short videos that invite a broader conversation and catalyze change) around death friendliness and compassionate communities. The videos explore how communities may be more friendly towards death, dying, grief and bereavement.

[Click here to watch the Imagine Aging video](#)

[Click the video titles to watch the Imagine Aging digital cues: Love and Death in the Time of COVID, A Story of Grief, Connection and Community, and Exploring Death Friendliness](#)

[Click here to read the Imagine Aging Team's article in The Conversation 'Death-friendly communities ease fear of aging and dying'](#)

[Click here to learn more about the Imagine Aging Project](#)



Dr. Sally Chivers

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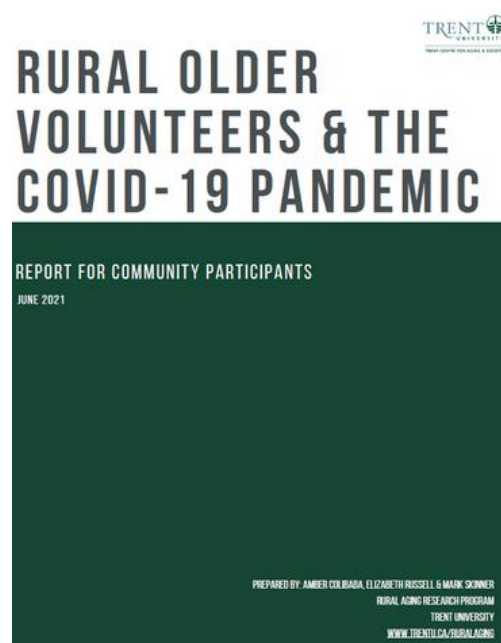
## Older Voluntarism

Led by the Rural Aging Research Program (TCAS executive member and founding director, Dr. Mark Skinner; TCAS director, Dr. Elizabeth Russell; and TCAS Coordinator, Amber Colibaba), the Older Voluntarism project examined the experiences and challenges of older volunteers and volunteer-based programs during the first wave of the COVID-19 pandemic. In partnership with the [Abbeyfield House Society of Lakefield](#), the [Selwyn Fire Department](#), and the [Selwyn Public Library](#), the project conducted virtual interviews with volunteers and administrators from the three organizations to determine what it was like to volunteer during the first wave of the pandemic.

Key findings from the project revealed:

- The vulnerability and resiliency of older volunteers
- The adaptability and uncertainty of volunteer-based programs.

Insights from the Older Voluntarism project provide a way to understand how to establish personal, program, and community dimensions of sustainable rural aging to ensure that aging rural communities and older voluntarism persevere post-pandemic. In addition to the final report (below), findings will also be published in the Canadian Journal on Aging's special issue *COVID-19 and Aging in Canada*.



Click [here](#) to watch the Older Voluntarism video

Click [here](#) to read the project's final report

Click [here](#) to learn more about the Rural Aging Research Program



A volunteer firefighter outside of the Lakefield Fire Hall

## TCAS member updates

TCAS is pleased to welcome three new members: **Chloe Devlin** (graduate associate member), **Samantha Teichman** (graduate associate member), and **Dr. Emily Bruusgaard** (faculty member).

TCAS fellow member **Dr. Mark Rosenberg** (Queen's University) co-edited a new book *Aging People, Aging Places*.

TCAS executive member, **Dr. Sally Chivers**, published "*With Friends Like These': Unpacking Panicked Metaphors for Population Ageing*."

TCAS Director **Dr. Elizabeth Russell**, executive member **Dr. Mark Skinner**, and Coordinator **Amber Colibaba** published *Did We Expect Too Much of Rural Age-friendly Initiatives? Studying the Sustainability and Scope of a Rural Canadian Age-friendly Program*.



TCAS graduate associate member, **Laura Poulin**, published a report *A Plan of Action: 11 Recommendations to Enhance Long-term Care Provision in Canada* and gave a guest lecture on Aging, Crime & Society to SOCI2615 Crime & Society.

TCAS executive member **Dr. Barb Marshall** co-edited a new book *Socio-Gerontechnology: Interdisciplinary Critical Studies of Ageing and Technology*. This features a chapter by TCAS founding member **Dr. Stephen Katz**.



TCAS executive member, **Dr. May Chazan**, published *Carving a Future out of the Past and the Present: Rethinking Aging Futures*.

TCAS members **Dr. Sally Chivers** and **Dr. Nicole Dalmer**, published *Instead of jumping the COVID-19 vaccine queue, try acting your age*, in The Conversation.

TCAS member **Janna Klostermann** published *Getting "unstuck": Women who care for others should feel ok stepping back*, in The Conversation.

TCAS Director **Dr. Elizabeth Russell**, Coordinator **Amber Colibaba**, publish *Facilitating Age-Conscious Student Development through Lecture-Based Courses on Aging*

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## April is National Volunteer Month

### Celebrating Abbeyfield Lakefield's dedicated volunteers



Dewi Jones

Lakefield senior Dewi Jones founded Abbeyfield House Society of Lakefield in 2017. In January, the registered charity reached a major milestone by purchasing a 4-acre property where it plans to build a house that will provide affordable family-like living for 12-14 independent seniors.

Volunteers have been key to the organization's progress. Dewi, a lifelong volunteer, brought together this small team of like-minded community members to help him turn his dream into a reality:

Ron Black took over from Dewi as Abbeyfield Lakefield President in early 2020. Ron is an entrepreneur, and retired Respiratory Therapist as well as a former Selwyn Township Councillor. He volunteers for many organizations include the Police Services Board, Community Futures Peterborough, Four Counties Addictions Services and Treatment and ALS Client Services Advisory Committee. He led the negotiations with Lakefield's Heffernan family which led to the purchase of the property. He also spent endless hours working on the existing house.

Chris Tworkowski, Vice President, is a well-known local architect, responsible for many projects in the Peterborough area. He is also an active member of the BEL Rotary Club. Chris' architec-

tural skills are key to the planning of the future Abbeyfield Home.

Bill Ratcliff, Treasurer, has a degree in mechanical engineering and had a successful sales career. Bill has been a member of the Lakefield Lions Club since 2006. Bill was very busy helping to upgrade the existing house on our new property to get it ready for tenants.

Lynda Parsons, Secretary, is a retired language teacher with extensive executive management experience. Lynda organizes, manages and maintains project communications and various Board documents. Lynda was also very busy enhancing the inside of the house

Cindy Windover, Director, is a third generation "Selwynite" supporting many local organizations like the Kawartha Chamber of Commerce & Tourism, Habitat for Humanity and Lakefield Youth Unlimited. Cindy and her husband Guy Windover of Windover Plumbing donated hours of time and services to upgrade a bathroom in the new house.

Chris Hobin, Director, is a retired high school teacher who has lived in Lakefield for thirty years. Chris led the team that worked on upgrading and renovating the new house. He managed and co-ordinated the dozen volunteers who helped paint, clean and repair the house – ensuring that Covid protocols were being followed.

Terri Williams Kinghorn, Director, is a retired journalist and financial services executive. She has been writing about Abbeyfield in the *Herald* since September 2018 when she was inspired by Dewi's story. She is on the Ontario Securities Commission's Seniors Expert Advisory Committee.

Mark White, Director, is the newest Board Member and his financial and management expertise as a CPA and CMA will be critical to Abbeyfield as it moves forward. Mark recently moved to Peterborough County and has already volunteered on two local Boards.

TCAS community associate member **Dewi Jones** was featured in the Lakefield Herald (article pictured left) for his volunteer work at the Abbeyfield House Society of Lakefield.

TCAS executive member **Dr. Mark Skinner** was featured in an [article](#) by Trent News outlining his role in rural aging scholarship and the interdisciplinary field of rural gerontology.

TCAS Director **Dr. Elizabeth Russell** gave a webinar [Rural age-friendly communities: Insights from Trent University](#) at the 2021 Utah Elder Justice Conference.

TCAS Coordinator **Amber Colibaba** gave a webinar [Exploring the Community Reintegration of Previously Incarcerated Older Adults](#) for the Seniors Health Knowledge Network.

TCAS executive member **Dr. Sally Chivers**'s project *Imagining Age-Friendly "communities within communities"* was featured in The Council on Aging of Ottawa's [newsletter](#).

TCAS graduate associate member **Jazmine Raine** was featured in a Trent News article, [Creating Community In and Outside the Classroom](#).

**TCAS Members: Do you have an update of any kind you would like included in the next newsletter? Please let us know! E-mail any and all updates (publications, news articles, webinars, conferences etc.) to [aging@trentu.ca](mailto:aging@trentu.ca). No update is too small!**



# CHALLENGE THE WAY YOU THINK



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