



PRELIMINARY SCHEDULE:

	March 28 - Saturday	March 29 - Sunday	March 30 - Monday	March 31 - Tuesday	April 1 - Wednesday	April 2 - Thursday	April 3 - Friday
Morning	Arrival and check in	Welcome & get together session	Workshops	Whole group	Workshops	Workshops	Check out and departure
Lunch		Lunch	Lunch	Lunch	Lunch	Lunch	
Afternoon		Workshops	Workshops	Social group activity	Workshops	Whole Group	
Evening		Meeting: all participants and tutors & Welcome Dinner	FREE		FREE	FREE	

Workshop 1

Workshop title:

Life course influences on educational disparities in health behaviours

Workshop scientific coordinator:

Prof. Claudine Burton-Jeangros, University of Geneva

Dr. Stéphane Cullati, University of Geneva & University of Fribourg

Workshop expert:

Stefan Sieber, University of Geneva



Abstract:

Research on social health inequalities shows that, like many other health outcomes, health behaviours (physical activity, smoking, diet, alcohol drinking, mammography) are distributed along a social gradient. For example, the influence of educational attainment on health behaviours has been extensively examined. Various mechanisms explaining this association have been proposed, such the resources hypothesis (“fundamental causes”, Link & Phelan 1995), the psychosocial pathways hypothesis (Marmot 2004, Wilkinson 2005) and the cultural capital hypothesis (Bourdieu 1979, Abel 2008). To move beyond a transversal and individual approach to health behaviours, we propose to study them in late life through a life course perspective.

Over the past two decades, this perspective has emphasised that health differences in adulthood and in old age are partly determined by exposure to biological and social factors at the start of life and at later sensitive periods of life. In particular, life course misfortune has been linked with health in old age and, by extension, with health behaviours. Adverse life-course factors include experience of misfortune in childhood (growing up in poor socioeconomic circumstances, being exposed to adverse experience, experiencing poor health conditions) and in adulthood (periods of stress, financial hardship, poor health). In addition, the life-course perspective encourages one to consider the role played by contextual factors, such as time and place variations in norms related to behaviours and also in gender norms. Variations across social groups, cohorts and countries could thus also reflect differences in normative contexts.

This project aims include:

- To assess the influence of life course misfortune on the association between educational achievement and health behaviours in old age
- To examine variations in health behaviours in old age across cohorts, cross-national contexts and gender

References

Abel, T. (2008). Cultural capital and social inequality in health. *Journal of Epidemiology and Community Health*, 62(7), e13. <https://doi.org/10.1136/jech.2007.066159>

Bourdieu, P. (1979). *La distinction: critique sociale du jugement*. Paris: Éditions de Minuit.

Link, B. G., & Phelan, J. (1995). Social Conditions As Fundamental Causes of Disease. *Journal of Health and Social Behavior*, 35, 80. <https://doi.org/10.2307/2626958>

Marmot, M. (2004). *Status syndrome: how your social standing directly affects your health and life expectancy*. London: Bloomsbury.

Wilkinson, R. G. (2007). *The impact of inequality: how to make sick societies healthier* (Reprinted). London: Routledge.

Workshop 2

Workshop title:

The impact of age-related stereotypes on (cognitive) ageing: Myth or reality?

Workshop scientific coordinators:

Christian Maggiori; HES-SO – University of Applied Sciences and Arts Western Switzerland - School of Social work Fribourg (Switzerland)

Erika Borella; School of Psychology, University of Padova (Italy)

Abstract:

If we consider the elderly as represented in newspapers, television, or simply in our everyday lives, it is clear that current society essentially presents a negative image of ageing and older adults. This phenomenon is by no means new (Ng, Allore, Trentalange, Monin, & Levy, 2015) and is found in different cultures and situational contexts. Along with prejudices and discrimination, negative stereotypes make up an essential aspect of ageism (Iversen, Larsen, & Solem, 2009) and are considered to occur more frequently than positive stereotypes. Older adults are frequently described as being sick, frail, cognitively impaired, dependent on others, institutionalized, unable to learn, uninterested in their appearance, and scared of change and novelties, among other things.

Compared to research on racism and sexism, age-related stereotypes, prejudices, and discrimination (i.e., ageism) have only recently attracted the interest of scientists. The available literature points to an impact of age-related stereotypes on older adults' cognitive and physical health, well-being, and daily functioning, both in the short and the long term. For instance, studies show that priming negative stereotypes among elderly individuals resulted in a decrease in memory performance, life satisfaction, and self-rated health (e.g., Chasteen, Bhattacharyya, Horhota, Tam, & Hasher, 2005; Levy, 2009; Levy, Ashman, & Dror, 2000; Rothermund, 2005), demonstrating the relevance of advancing our understanding on this topic.

In this workshop, we will address a number of questions to better understand these issues: Are these stereotype-based beliefs valid in the real world? Do these stereotypes really impact ageing trajectories as well as cognitive capacities and performances? What are the mechanisms underlying these effects? Can we limit the impact of age-related stereotypes on older adults' quality of life? How can we measure this potential impact of age-related stereotypes, prejudices, and discrimination? etc. Through the exploration of these research topics, we will guide the participants in acquiring basic practical skills that will help them to plan, navigate, and conduct their research. Specifically, although writing academic articles is an essential aspect of academic life, it represents only the final steps of the research process. Here, we will stress the different steps essential for the realization of a research project. To this end, we aim to provide the participants with a theoretical background on the topics associated with age-related stereotypes, ageism, life-span, and cognitive ageing – and related aspects such as metacognitive factors (i.e., knowledge, perceptions, and implicit beliefs about one's own cognitive functioning) and emotional-motivational factors – but at the same time, offer them the opportunity to practically prepare a research project on these topics. Collaborating in subgroups, the participants will be given the challenge to go through the main steps of research project preparation, ranging from the choice of the theoretical background, the formulation of the research questions and the related hypotheses, the selection of the variables to explore, the adequate statistical analyses, and the development of the measures. Ideally, at the end of the workshop the data collection will be ready to run... or at least close to starting!

References

Armstrong, B., Gallant, S. N., Li, L., Patel, K., & Wong, B.I. (2017). Stereotype threat effects



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