



## PRELIMINARY PROGRAM

	March 7 Sunday	March 8 Monday	March 9 Tuesday	March 10 Wednesday	March 11 Thursday	March 12 Friday	March 13 Saturday
Morning	Arrival and check in	<b>Welcome &amp; get together session</b>	Workshops	<b>Whole group</b>	Workshops	Workshops	Check out and departure
Lunch		<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	
Afternoon		Workshops	Workshops	<b>Social group activity</b>	Workshops	<b>Whole Group</b>	
Evening		<b>Meeting: all participants and tutors &amp; Welcome Dinner</b>	FREE		FREE	FREE	

## Workshop 1

### Life course lens on cognitive decline in later life

#### Workshop scientific coordinators:

Dr. Stéphane Cullati, LIVES Centre, University of Fribourg, Switzerland

Dr. Kenneth Ferraro, Purdue University, USA (virtually)

#### Workshop expert:

Stefan Sieber, LIVES Centre, University of Geneva, Switzerland

#### Abstract:

Social science and epidemiological research have showed that health is distributed along a social gradient, and social differences in cognitive health during later life have been broadly examined and established. The life course lens, however, enables one to examine the sources of this social gradient in health with a more comprehensive view, by exploring the role of various biological, psychological, and social mechanisms across the entire life of individuals. This workshop uses a life course lens to examine the *early origins* of inequalities in cognitive status and cognitive decline during later life. Childhood, adolescence, and young adulthood are important periods of the life course during which exposure to misfortune, social disadvantage, or intra-familial adversities, can impact the development of children and their future cognitive health. Adverse life course factors include misfortune during childhood (exposure to poverty, violence, hunger, substance abuse) and adulthood (traumatic events, financial hardship, poor health).

Several theoretical frameworks have been proposed to explain social inequalities in health outcomes during later life, including critical period, cumulative inequality, and pathways models. In addition, the life course lens encourages consideration of resources and the role of contextual factors, such as time and place variations in countries' social security systems, to influence cognitive status and decline.

This project aims to conduct two forms of review:

1. A scoping review to synthesize the amount of evidence on the association between life course misfortune (during childhood, adolescence, and adulthood) and cognitive health status and decline in later life.
2. A mapping review identifying life course approaches used in the studies included in the scoping review, coupled with a visual synthesis of the degree of evidence supporting each framework.

The scoping and mapping reviews will enhance mastery of the relevant literature and lay the foundation for original research on the topic.

## Workshop 2

# The Impact of Age-Related Stereotypes on (Cognitive) Ageing: Myth or Reality?

### Workshop scientific coordinators:

Christian Maggiori, LIVES Centre, 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, including: 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? 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!

