

President's Message

Dear Members,

It has been more than a year since the outbreak of the pandemic. Much has changed in the global and local landscape and new norms have emerged, affecting the way we live, work and play. GS too is also not spared in this transformational challenge in fully achieving our objectives:

- Promoting gerontological education, training and research
- Promoting collaboration between relevant partners

In our last forum "Challenges and Opportunities – Gerontology in the New Normal", we traced the development and progress of gerontology in Singapore over the past three decades. Indeed, much has been done by the early pioneers and the current generation of 'gerontologists'. We are greatly indebted to their foresight and passion to advocate for gerontology.

Inspired by their tenacity and spirit, we decided to peer into the future and compile a report on the current state and future of gerontology development in Singapore. Hopefully, we will have more insights to share at our next major virtual forum '**Reimagining Gerontology for the Future**' on 21 August. Please watch our website www.gs.org.sg and like our Facebook page (<https://www.facebook.com/gerontologicalsociety/>) for more updates.

We also hope to inspire the next generation of trailblazers in gerontology. In conjunction with our 35th anniversary celebration, we have launched an E-poster competition targeted at students to encourage them to showcase innovative ideas in:

- Eradicating ageism/social isolation
- Enabling ageing-in-place
- Promoting lifelong learning/volunteerism
- Encouraging intergenerational relationships
- Achieving financial security in later life

More details of the poster competition are available on our website.

Lastly, in this issue of our bulletin, we have contributions from students sharing invaluable ideas and perspectives on how we can support our seniors during this pandemic and we look forward to more contributions for future issues. Feel free to write in to admin@gs.org.sg

In the meantime, stay safe and healthy!



Tristan Gwee
President

Dear Members, want to share your expertise, a best practice, or new research? Or if you have a gerontology-related event or article that you would like to share with our readers, please write to admin@gs.org.sg



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How to help seniors be more digitally connected

Tan Tai Kiat

Much has been said about how seniors who are not digital savvy have felt particularly displaced in the current Covid-19 crisis.

Safe distancing measures and restrictions on gatherings to prevent the spread of the coronavirus have inadvertently heightened the risks of loneliness and social isolation for seniors, particularly those who do not have access to the internet or smartphones. To be sure, there are various initiatives aimed at helping seniors adopt digital tools. The Government, for instance, has launched a Seniors Go Digital programme to boost digital literacy and access among seniors.

Among other things, digital ambassadors provide one-on-one help to seniors on how to use smartphones for communicating via WhatsApp, scanning QR codes and making electronic payments (e-payments). Given that the impact of Covid-19 will be long-drawn, what more can be done in this digitalisation drive for seniors?

Getting Seniors' Buy-In

To secure seniors' buy-in on digitalisation, three factors are key: Affordability, availability and accessibility.

Under the Seniors Go Digital's Mobile Access for Seniors scheme, only lower-income seniors can get subsidised smartphones and phone plans. Out-of-pocket monthly payments could still be an area of concern for seniors.

Cost aside, the availability of senior-friendly smartphones with appropriate tactile, visual and auditory touches is important. Equally crucial is access to the full spectrum of smartphone functions.

Seniors use their smartphones more than as a communication means, to do online shopping, watch videos and even play games to relieve their loneliness. But these functions could use up more data than their mobile subscription plan allows for. So how do we ensure that seniors are not deprived of data-heavy but useful functions on their phones?

If mobile connection is to be regarded as an essential service for seniors, a "Seniors Telco Fund" similar to the Public Transport Fund could be considered to support the various needs of the different cohorts like the Pioneer and Merdeka Generations.

The telecommunication providers, working with agencies like the Infocomm Media Development Authority (IMDA), could consider implementing a corporate social responsibility programme and offer generous rebates to seniors to own a smartphone and a plan that can support smartphone usage.

A further idea to explore would be to build in a minimum percentage contribution to the fund from the licensing fees the authorities collect from telecommunication providers, and this contribution could be tax deductible to encourage the providers to give more. This fund would support seniors to age in place, with digital applications like e-payments becoming commonplace even at food centres, or for Safe Entry check-ins at malls, so that seniors could adopt and adapt to such digital initiatives as they are widely used.

Caregiving Support

From my personal experiences, sustainable digital caregiving support for seniors is key. As a primary caregiver to my parents and parents-in-law who are in their 70s and 80s, my digital caregiving services range from urging them to use WhatsApp and QR code scanning applications, to addressing their smartphone

issues like software updates. The caregiver, whether a family member or close friend, plays an important role to ensure digital literacy and access to technology at all times so that the seniors remain confident and independent using a smartphone.

This will make it easier for them to join their family members and friends in virtual communities like WhatsApp chat groups to alleviate social isolation.

This digital resource person could even be a befriender or volunteer, to complement caregivers and IMDA's 1,000 digital ambassadors. Such a support system can help the seniors manage new digital challenges easily, such as updates to the TraceTogether app where the seniors may have to relearn the updated functionalities.

This arrangement could evolve into a digital caregiving support system with, and for, seniors, and possibly promote senior volunteerism in this area as well, with more tech-savvy seniors stepping forward to help fellow seniors.

This approach could lead to an organic and virtuous circle of volunteerism and new support networks in the community.

Caregivers should be part of the engagement strategy for seniors to go digital. This approach will engender a more holistic way of digital learning, where caregivers who know the seniors well, and could cater to their bio-psychosocial learning needs, guide them along the way instead of a one-size-fits-all pedagogy.

So how do we encourage more caregivers to come on board?

Perhaps the use of the Caregiver Training Grant could be extended to nudge caregivers to support seniors in building their digital caregiving capabilities.

A trusted learning buddy like their caregiver is critical to ensure sustainable adoption and smart adaption of social-digital connection for seniors. In addition, caregivers could help to address potential cybersecurity concerns of seniors using other smartphone applications like e-wallet and online grocery shopping.

"Caregivers have a crucial role to play in helping seniors be more digital savvy, which in turn can help them lead more meaningful lives in a post-pandemic world."

The caregiver piece is already a part of our everyday caregiving picture for seniors. Now, it behoves us to start piecing these pieces together to make social-digital connection work for seniors, and more importantly with their caregivers.

(Reprinted with permission from Today Online, 8 December 2020, <https://www.todayonline.com/commentary/how-help-seniors-be-more-digitally-connected>. This commentary received Stories of a Pandemic Merit Award in December 2020, awarded by The Majurity Trust.)

About the Author:

Tan Tai Kiat received the Alice Lim Memorial Fund Award to do his PhD in Gerontology at the Singapore University of Social Sciences. He is the editor of Gerontological Society of Singapore newsletter. He is also Chief Operating Officer at SingHealth Community Hospitals, and Chief Operating Officer, Environmental Sustainability, at SingHealth.



Barriers to older adults' help-seeking attitudes and behaviours during circuit breaker

Siti Aisyah Bte Mohd Yazid

Introduction

Many older adults (OAs) have been mentally affected by the Circuit Breaker (CB). Social distancing measures in place and staying indoors have resulted in social isolation (Tai, 2020). When an individual does not seek help, it further deteriorates their mental well-being. This literature review will unfold the barriers to OAs' help-seeking attitudes and behaviors during CB supported by credible sources and theoretical frameworks. Stigma and low digital literacy are the key findings based on our research study.

Stigma

Even before Covid-19, the most significant barriers to mental disorders treatments are low mental health literacy and the ubiquitous mental illness stigma (Subramaniam et al., 2020). Tan et al. (2020) explained that the older generation's upbringing would instill negative sentiments about people with mental issues to the younger counterparts due to the lack of mental health literacy. Upbringing can also instill local cultural values that propagate stigmatizing outlook towards mental illness (Tan et al., 2020).

Naito et al. (2020) and Tan et al. (2020) discovered that local cultural values play a significant role in stigma's social construction. In Chinese society, the onset of mental illness brings about a "loss of face" for both the individual and their family members (Tan et al., 2020). Thus, one fears having a mental illness to save "face" and avoid bringing shame to their family (Naito et al., 2020). Malay Muslims tend to associate mental illness with not being religious enough, deterring one from seeking help due to embarrassment (Tan et al., 2020). As such, mental health becomes a shunned topic (Tan et al., 2020).

In Goffman's theory of social stigma, he describes stigma as "an attribute that is deeply discrediting" that reduces someone "from a whole and usual person to a tainted, discounted one" (Ahmedani, 2011). Those stigmatized are referred to as "spoiled identity" as they did not adhere to society's social norms (Ahmedani, 2011). As those stigmatized behave in a way that is considered a violation of informal cultural norms to society, their act is regarded as deviance. This links to the labelling theory, under symbolic interactionism, where society defines and places a label on the stigmatized, casting them.

Thus, OAs who experience mental health issues during CB and still hold negative views on mental illness or avoid being embarrassed would not seek help, resulting in poor help-seeking attitudes and behaviors. However, stigma can easily be reduced when one takes the initiative to research mental health-related information, bringing me to the next point.

Low digital literacy

Amid the pandemic, all individuals need to be aware of telehealth options for mental health treatment, as digital technology can help to alleviate isolation (Naito et al., 2020). However, OAs who faced challenges coping with Covid-19 measures faced difficulties adopting new technology into their daily lives (ROSA Research Team, 2020).

Li and Perkins (2007), cited by Bailey and Sheehan (2009), found that education rather than age was a significant factor in learning technology. More educated OAs are likely to have the willingness to learn technology skills due to factors such as enjoyment and feelings of convenience (Bailey & Sheehan, 2009). More educated and tech-savvy OAs utilize mental health services than less-educated and less-tech-savvy ones, who are more vulnerable to psychological distress (Too et al., 2020). Learning technology is a challenge for the less educated OAs, as they fear using digital devices due to their inability to recognize and comprehend words (Too et al., 2020).

Concerns were raised for less-tech-savvy OAs living alone with low social support. They were isolated from family and friends who could have taught them how to use their phones for emergencies and communication (Lee, 2020). As a result of low digital literacy, disadvantaged OAs are not aware of online mental health services during CB. A possible factor influencing low digital literacy is income level, as those with low income may not afford technological devices.

According to the social learning theory of Bandura, the self-belief of OAs in their capability to perform unfamiliar tasks, like exploring the Internet, is critical to their success (Wallace et al., 2013). The self-confidence to perform skills effectively is far different from merely possessing the skills to perform a required task (Wallace et al., 2013). Computer self-efficacy refers to self-perceived competence and confidence in learning computer technology (Christian, 2000, cited by Wallace et al., 2013). Thus, OAs tend to feel unaccomplished when they struggle to use technology. As a result of negative experiences, they fear using technology and avoid adopting technological devices into their daily lives.

Conclusion

The key findings discussed were stigmatization in Singapore, hindering OAs' help-seeking attitudes and behaviors due to negative beliefs and fear of judgment. Further research should examine the perceptions of mental health stigma across different age groups. Secondly, less-educated OAs are more likely to have low digital literacy hindering their ability to access mental health services online, especially for those living alone with low social support. Further research should focus on challenges faced by low-income OAs during Covid-19.

About the Author

Siti Aisyah will be graduating from Temasek Polytechnic's Diploma in Gerontological Management Studies. She aims to pursue a degree in the field of social sciences. Recently, she has started to participate in volunteering activities for the elderly and underprivileged children. She has a strong passion for helping those in need by improving their well-being. For leisure, she enjoys watching Netflix and playing with her cats.



Confession of an online Geri student

Ungsod Victoria Anne

"The Journey of a thousand miles begins with a single step" – Lao Tzu

Let's begin

The day begun like any extraordinary day, with the immense struggle to get out of bed and make it through my morning routine. Instead of donning my uniform, I slipped on a comfortable T-shirt, turned on the notebook and waited for class to begin while sipping my boiling hot coffee – a rare phenomenon anyone in the medical and nursing field can enjoy. This would then be my routine for the next eight months.

The classroom was incredibly strange – no desks or whiteboards, and no physical being, with the exception of my parents prancing around the house. Soon I was faced with several unfamiliar faces staring blankly at me, each with their own distinctive features, trapped in a small rectangular box on the smooth surface of the notebook's screen.

"Welcome to the Advanced Diploma in Nursing Gerontology!" my lecturer proclaimed. I continued to scrutinise, observe and form my impressions of each of my course mates, while listening to their introductions and the lecturer's orientation to the various modules. Some of my classmates looked worried; some calm, and some... I have no idea because their internet connections were incredibly unstable and all I could see were their pixelated versions.

We were then split into three different subgroups, obviously for group presentations. Majority of Singaporean students can relate when I say I loathe group presentations because of the unnecessary drama associated with it and the group mates. Well, I guess I could be a sport and show an ounce of enthusiasm, especially since I'm equipped with new group-mates, and since the new year had just begun and I was attempting to uphold my mantra of #NewYearNewMe and #Positivity.

Month of Struggle

The first week of online classes were equipped with countless coffee breaks, yawns and struggles to keep our eyes, ears and brains open and awake. Rather than paying attention to my lecturers, I often find myself giggling at the screen at the sight of some classmates attempting their hardest to keep awake.

However, behind the screen, majority of my classmates were struggling immensely with the hours and the content of the modules. Most of my classmates have been away from school, and hence they were a little "rusty" and needed to "add oil". In addition, knowing that their home countries were getting into lockdowns also affected my classmates' morale and motivation to continue studying. Some of my classmates are mothers and have been constantly overwhelmed with juggling between the hectic hours of school, online schools of their children and overall well-being of their families. Karen, my classmate, explicitly said that she almost wanted to drop the programme because she was overwhelmed with the school and the current pandemic and its limitations set. Nevertheless, she persevered and now we are "nearly" graduates!

On 2 June 2020, the circuit breaker had finally come to an end,

with the introduction of Phase 1 of reopening the country in a safe and practical manner. After 2 months of Zoom and Blackboard online sessions, my classmates and I finally had the golden opportunity to meet each other in person for the most awaited health assessment practical module. Everyone looked exactly like how they were when they were trapped on the corners of the computer screen, but this time it was much clearer and non-pixelated.

A little bit awkward, but finally! Some human interactions that we longed for!

The Good

Extra Hours of Snooze time

I think my classmates and I can agree that the ultimate perk of studying from home, is the fact that we get additional hours of sleep. For majority of the days, we skip on waking up in wee hours to get ready and commute to school. Instead, we simply wake up 15 minutes before class begins and switch on our computers.

Independence!

Another advantage of studying from home was that we learnt how to be self-sufficient and independent. Unlike being in school physically, where we get spoon-fed on how to use certain devices or platforms, studying at home forces us to learn how to navigate ourselves around platforms such as Zoom, Blackboard, Word document and databases like CINAHL or Medline. I can confidently say that majority, if not all of us, are experts in those fields. Come at us if you would like a free consultation or demonstration!

Quality and not Quantity

Being just a small cosy class, there is lesser opportunity of clashing amongst ourselves. I remembered during one of our sessions with the directors of this programme, Yuk Fong, our class leader, mentioned that by having a small group, the rapport built amongst us was solid, as we can devote time to each other and foster meaningful friendships. This was also the reason why majority of us found the programme enjoyable, despite the programme being utterly demanding. Often so, it is the company we have that can affect our experiences.

Jia You! "Add Oil"!

One thing that my classmates and I can agree on, is the support we have received from each other.

At the start of this programme, the relationship amongst us were still on a vague superficial level – I know you and vice-versa. We still were not comfortable in initiating a spontaneous conversation amongst ourselves and across subgroups, but we still provided support (mainly internet technical support) when needed.

Once we got the opportunity to interact in person, our relationships blossomed, and we became like sisters. Although we are all different ethnicities, possess different mindsets and thinking, and are equipped with knowledge and skills that differ from each current specialisation, we got a long very well to my surprise. I had expected a power struggle amongst us, but instead, there was only encouragement, love and

Confession of an online Geri student

--- continued

support. We worked harmoniously and communicated effectively – a surprise especially since communication is so limited and dehumanised through electronic devices.

We took time to understand each other and were open with our struggles. Some even broke down during class and suffered anxiety attacks. However, we stood by and supported each other through every step and module of this programme. Fast forward 10 months later, we are unofficial-official graduates!

The “Student” Status.

Since majority of my classmates have been away from school for almost a decade and have been working since our college days, we finally have the golden opportunity to be laid back and “chill”. Why? Because we are students! Yes, although we are registered with the Singapore Nursing Board (SNB) and are current practicing nurses, ultimately in this programme, we are still our institution’s responsibility, hence, students!

We even attempted to use our student cards to get discounts, because why not? We are still students!

How about Privilege?

Having the opportunity to study during the COVID-19 period was indeed a privilege as many nurses from the major hospitals had to postpone this course, as they were needed at their work stations. Hats off to you guys by the way!

The Sour Notes

Clinical

One of the modules of this programme that we were looking forward to the most was clinical placement, where we get to venture out to different specialised organisations and expose ourselves to their practices. Since most of my classmates were foreigners, they were especially ecstatic to explore other nursing organisations in Singapore. Unfortunately, due to COVID-19, most of our specialised clinical placements were forfeited. A bit wasted la! Nevertheless, we still had a blast!

Sometimes quantity matters.

Although having a small class allows us to form tight friendships, it does have its limitations. For example, during discussions information shared amongst us are limited because of the size of class, which puts us in a slight disadvantage in comparison with a class of maybe 60 students.

The Internet

Oh boy! Isn’t the world-wide-web (www) an incredible place

to foster a love-hate relationship? From the pixelated screens, to not being able to hear the lecturers or see the presentation slides, to the banging of the computer mouse on the table, to being frustrated at why the page is not loading. I can go on and on! Wasn’t technology supposed to assist us and give us more convenience, and not contribute to more difficulties?

At some point, it does amaze us how much technology has evolved through the decades and how much information is readily available at the click of the mouse. It also gave us intense throbbing headaches when we search for literature on various databases.

The Verdict

Overall, the Advanced Diploma in Nursing (Gerontology) was one of the most memorable experiences for each one of us! This was one of the most ‘shiook’ 8 months of our lives. Although it was packed with sleepless nights, stress, anxiety and topped with immediate hair loss, we not only became specialised nurses (!) but we each did learn more about ourselves and our resilience and perseverance in getting through and graduating from this programme together.

We hope to use this new found knowledge to educate the public and spread awareness on ageism, and that older adults are an asset to Singapore’s society and not a burden.

In addition, we aim to (at least attempt to) change the current nursing practices to better improve the quality of care, and ultimately improve the quality of life of our seniors.

Acknowledgements

I would love to first and foremost thank Nanyang Polytechnic (School of Health and Social Sciences) for the opportunity to be enrolled into this Advanced Diploma Programme. To Ms Shalini Asokan, thank you for all your guidance and knowledge you instilled in us, and for this golden opportunity to share our thoughts on this platform. We are most grateful for you. Lastly, to my lovely course mates – Yuk Fong, Karen, Hua Rong, Carrey, Sherilyn, Ing Ing, Mylene, Yamin and Alqueza, I dedicate this write up to all of you. Thank you for journeying with me through this amazing 8 months of this course. All of you have been amazing classmates and sisters, and I am incredibly grateful to have met and experienced this rollercoaster ride with all of you.



How literary arts can foster intergenerational empathy through various domains of wellness

Danial Kaarthik Pillay

Introduction

Over the years, there have been challenges presented with the increase in the ageing population. One such challenge is the intergenerational gap between older adults and the youths which has been increasing over time (SUTD, 2020). This led to an increase in age-related discrimination also known as ageism. Ageism is a form of prejudice against a person or group of people based on their age. In recent times, countless studies have proved the effectiveness of intergenerational arts programmes in fostering intergenerational empathy (Duffy, 2017). In this literature review, several domains of well-being such as social, emotional and psychological will be explored and how these domains can help in fostering intergenerational empathy.

Psychological Well-being

Due to ageing, seniors commonly face deteriorating self-worth and esteem due to certain role transitions such as retirement, which affects their psychological well-being (Singh & Misra, 2009). However, with the implementation of the intergenerational art programmes, they would be able to help these seniors with their psychological well-being. It was observed that there was an inverse relationship between the engagement in art activities and depression levels, it can be presented with data from the study which mentions that depression and anxiety levels decreased by 34% and 20% respectively (Johansen, 2019; Daykin et al., 2020). By participating in intergenerational arts programmes, seniors are able to challenge age-related misconceptions, which in turn, can enhance their psychological well-being. Intergenerational programmes also provide opportunities for seniors to address existing age-related misconceptions, increasing their sense of self-worth and also foster intergenerational empathy (Adams, 2020). Utilising art forms such as roleplaying and literary texts in intergenerational programmes can induce positive emotions and serve as an outlet for them to destress, improving their psychological well-being (Santini et al., 2018).

Social Well-being

“According to the Department of Statistics Singapore (2015), there has been a rise in percentage from 6.6% to 8.9% of seniors aged 65 and above from 2000 to 2015 living in isolation. A possible reason for this phenomenon according to Benesch (2020) is because some seniors feel that societal barriers such as ageism and lack of opportunities for older adults to engage in and contribute to society have hindered them from having quality interactions with others from different generations. This may contribute to the rising prevalence of ageism between generations.”

However, in recent years, the number of intergenerational arts programmes has increased. This has aided in minimising generation gaps by directly/indirectly reducing ageism and fostering social cohesion. Art programmes not only provide the opportunity for seniors to participate but also provide a platform for meaningful community building (Alexenberg & Benjamin, 2004; Moody & Phinney, 2012; Robson, Gutman, Marchbank, & Blair, 2018). Moreover, seniors and youths can reap several indirect benefits such as the enhancement of one's social skills & understanding (Generations United, 2007).

Emotional Well-being

The last domain of well-being that will be discussed would be the emotional well-being and how it could potentially help with fostering intergenerational empathy. There is a direct relationship between emotional and psychological well-being where changes in one well-being will be reflected in the other (Cardiomyopathy, 2017).

According to (Raypole, 2020), she mentions that due to seniors losing their identity over time it has contributed to seniors having decreased emotional well-being. As such, participation in art-related intergenerational programmes can help facilitate motivation for narrative processing. This can induce a constructive reflection process of character building, helping to create meaning and self-affirmation in their lives (Bajpai et al., 2020). Also, from (Stuckey & Nobel, 2010) they also mention that by increasing one's emotional well-being through art programmes it could help build stronger connections from the experiences that they share from the art programmes. This in turn can foster empathy amongst one another. In addition (Singh et al., 2017; Bal & Veltkamp, 2013) mentions that by role-playing and reading literary texts can help participants to connect with other participants on an emotional and psychological way because from doing such activities they would be able to place themselves in the shoes of the characters and would learn to empathise with their counterparts.

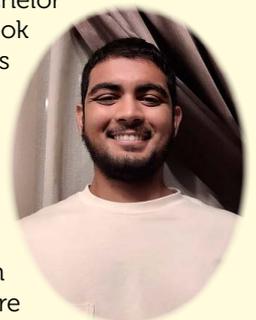
Conclusion and Future Direction

Overall, there are evidences that generations participating in intergenerational programmes could improve their various domains of well-being. Additionally, these programmes can bridge understanding and empathy between generations. This is because generations have the opportunity to have quality interaction with each other while partaking in the activities. By doing so, it is also evident that it helps to reduce misunderstandings between both generations and instead fosters intergenerational empathy for one another from the experiences and conversations that are shared between the youth and seniors while partaking in the activities.

Moving forward, future research studies could steer towards finding out which art programme(s) would best capture the interest of both generations to partake in and would be the most effective in promoting intergenerational empathy amongst them.

About the Author

Danial Kaarthik Pillay will be graduating from Temasek Polytechnic's Diploma in Gerontological Management Studies. He is currently pursuing a Bachelor in Psychological Science at James Cook University. Before embarking on his degree, he was working at Lions Befrienders Senior Activity Centre. His role includes befriending seniors, organising elder-friendly programs and shadowing case workers to gain insights on eldercare work. For leisure, he enjoys playing rugby on a competitive level at the Singapore Cricket Club.



GERONTOLOGICAL SOCIETY (SINGAPORE)

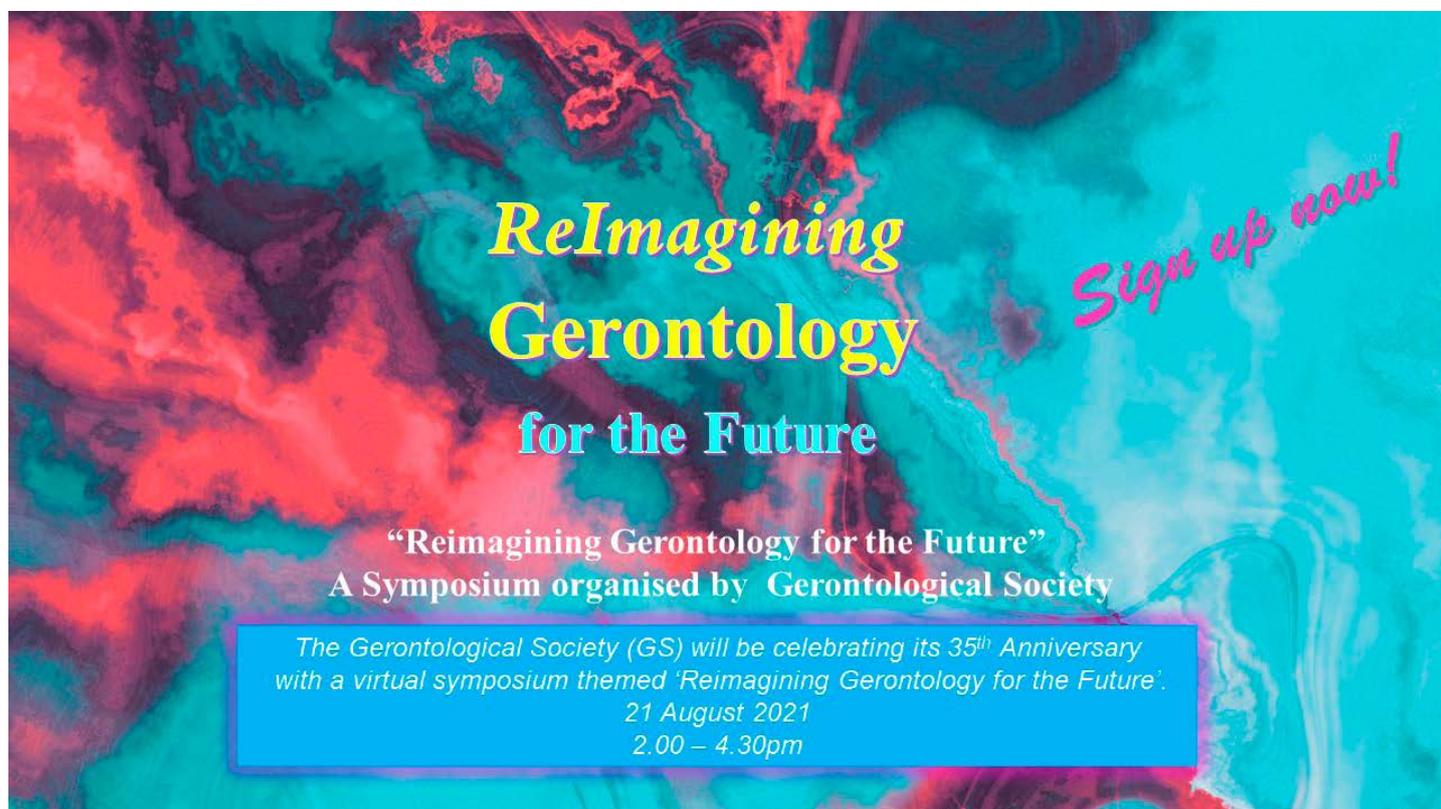
35th Annual General Meeting

SATURDAY, 21 AUGUST 2021

Via Zoom, 1.00pm sharp

AGENDA

- President's Message
 - **To Confirm Minutes of the 34th Annual General Meeting**
 - To Receive and Approve the Annual Report and Statement of Accounts for the Year Ended 30th June 2021
 - **Election of Office Bearers**
 - Any Other Business
- (Do look out for the AGM info pack that will be emailed to you. If you do not receive it by 1 July, please write to admin@gs.org.sg)



ReImagining Gerontology for the Future

Sign up now!

“Reimagining Gerontology for the Future”
A Symposium organised by Gerontological Society

The Gerontological Society (GS) will be celebrating its 35th Anniversary with a virtual symposium themed ‘Reimagining Gerontology for the Future’.
21 August 2021
2.00 – 4.30pm

Click here to register:

E-Poster Competition 2021

REIMAGINING GERONTOLOGY FOR THE FUTURE

The Gerontological Society (GS) will be celebrating its 35th Anniversary with a symposium themed ‘Reimagining Gerontology for the Future’. We are inviting all students in the field of gerontology to submit their innovative ideas through an e-poster. They can be based on any of following sub-themes:

- Eradicating ageism/social isolation
- Enabling Ageing-in-place
- Promoting lifelong learning/volunteerism
- Encouraging intergenerational relationships
- Achieving financial security in later life

- Final submission date : 1 July 2021
- The online poster submission should be based on the standard A0 poster pdf format
- Click here for guidelines <https://1drv.ms/w/s!AhEwXMPWsMGNzkB53RPWNJSIM?e=jFCiq>
- Email your poster to admin@gs.org.sg (file size not more than 5MB) or upload to <https://www.dropbox.com/request/WhOY6rnYYaYGLIUkwITL>
- Please indicate in your submission the name of author/s, the educational institution and course of study.
- Judging Criteria would include :
 - Originality of idea to address any of the sub-themes
 - Feasibility of idea for actual implementation
 - Presentation of the content
 - References must be duly and clearly indicated
- All entries will be assessed by a panel of judges appointed by the GS Council.
- Prizes will be awarded for the top 3 posters. – 1st prize: \$300, 2nd prize: \$200, 3rd prize: \$100
- Results of the poster competition will be announced on 15 August 2021, and invited to present at the 35th Anniversary Symposium on 21 August 2021.

Contact us : admin@gs.org.sg