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| **DATA CHART FOR EMPIRICAL PUBLICATIONS (2020)**  |
| Authors & publication year | Country of study | Study purpose/objectives | Research design & methods | Main findings | Limitations | Synthesis |
| Sample characteristics | Sample size | Methods |
| Cornect-Benoit et al. (2020) | Ontario,Canada | * To identify barriers and facilitators of success for intergenerational social engagements in the Anishinaabe community of Wiikwemkoong
* Produce recommendations for programs that foster traditional roles of First Nation adults and support intergenerational relationships and healthy brain aging
 | * Older adults age 55+
* Youth age 8-16
* Belonged to the Anishinaabe community of Wiikwemkoong Unceded Territory
 | * Interviews: N=5
* Older adult focus group: N=8 (2 males and 6 females)
* Youth focus group: N=6
* Combined Focus Group: N=12 (5 males and 7 females)
 | Qualitative:Focus groups, informant interviews, and program observations | * Seven themes included: culture and traditional ways of teaching are weakened and must be nurtured, changes in society, family, and community relations weaken social engagements between generations, opportunities for intergenerational inclusion give rise to equality, community, and self-worth, sense of fear towards intergenerational engagements in older adults and youth resulting in hesitation, policy acts as a barrier regarding intergenerational interactions, technology is both a barrier and a facilitator to linking generations, interesting and engaging activities empower intergenerational relationships

  | * Total sample size was ambiguous
* Findings are not generalizable as results may be only represent the Anishinaabe community
 | * This study incorporates the Intergenerativity Model and community participatory action methods to determine that including community voices and culturally appropriate intergenerational opportunities gives rise to health care responses that nurture the needs of the community, which in turn can improve brain aging and the well-being of generations within the community.
 |
| Snow & Tulk (2020) | Nova Scotia,Canada | * To identify the origins of Unspun Heroes as well as uncover how the informal fibre art group maintains sustainability
 | * Member of Unspun Heroes group
* Must be an active member on the Unspun Heroes closed Facebook group during the period of June 2016 to November 2016
 | * A total of 16 participants
 | Mixed-Methods:In-depth interviews, participant created contact maps, and observations (ethnographic study)  | * Unspun Heroes group is organized very similar to that of an informal community of practice (CoP), which helps explain its longevity
* Six themes were identified, which re attributed to the Unspun Heroes’ longevity: adherence to tradition, stress-busting, social connections, mentoring space, belonging to something bigger, and sharing
 | * Excluded the theme technology use in supporting the community in the analysis without justification
 | * Informal intergenerational CoP fosters the development of social cohesion, bi-directional mentorship opportunities, social capital, and civic engagement within the community, which plays an important role in building self-esteem and learning motivation for members
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| Caspar, Davis, McNeill, & Kellett (2019) | Alberta,Canada | * To explore the effects of the LINKages intergenerational program on older adults affect and engagement and youth volunteers’ perceptions of older adults
 | * Resident at one of the four residential care homes (RCHs) included in the study
* Referred to the program by the recreation therapist based on assessment
* Agreeing to participate in both the LINKages program and the study via demonstrated assent
* Completed informed consent
* Youth volunteer in LINKages intergenerational program
* Successful completion of the Intergenerational Sensitivity Training
 | * 87 youth volunteers (grades 6-12)
* 52 residents of the participating RCHs
 | Quantitative:Unobtrusive observational methods and survey  | * Ensuring the activities were meaningful to older adults and that they fostered shared growth and relationship building between partners seemed to be most important
* Statistically significant difference in each of the positive experience domains, demonstrating an improvement in student perceptions of their experience in important items such as identity, initiative, interpersonal relationships, teamwork and social skills following their engagement with older adults
* Student’s impressions of older adults became more positive
* Positive benefits for residents, as evidenced by their observed

levels of engagement and positive affect | * Attrition of sample size
* This study did not include health outcomes or perceptions of residents
 | * Intergenerational programs such as LINKages can improve youths’ perceptions of older adults and create positive experiences of engagement, which in turn also results in positive benefits for residents.
* Proper training/education from a health professional allows participants to individualize and alter recreation activities to ensure that they are meaningful for older adults, which is essential to the success of these programs
 |
| Freeman, Martin, Nash, Hausknecht, & Skinner (2020)  | British Columbia,Canada | * To explore the outcomes of an intergenerational storytelling workshop
 | * Recognized as Elders by the community Nak’azdli Whut’en, First Nations community
* Upper year elementary student scheduling availability that coincided with workshop schedule
* Informed consent from Elders and parents of students
 | * 31 students
* 12 Elders
 | Qualitative:Focus groups, interviews, and survey  | * Mutual sharing and learning of Elders and youth (co-learning)
* Connections were made between Elders and students via digital storytelling workshop
* Opportunity for Elders to pass on culture, tradition, and knowledge in an intergenerational format
 | * More efficacious sample selection could have produced richer data
* Findings may only be applicable among the Nak’azdli Whut’en, First Nations community
 | * This study explored how a digital storytelling workshop can build relationships among generations, create a co-learning opportunity, enhance cultural understanding, and contribute meaningfully to the community.
 |
| Gabel, Pace, & Ryan (2016) | Newfoundland and Labrador, Canada | * This study aimed to explore seniors’ perceptions of intergenerational relationships within a southern Labrador Inuit community
 | * From St. Lewis
 | * A total of 10 participants (5 older adults, 5 youth)
 | Qualitative:Photovoice, semi-structured interviews, sharing circle  | * Three major themes were identified: connections to family, teaching and storytelling, and traditional lifestyles, heritage, and values
 | * Sample consisted on young-old seniors
* Lack of male representation in sample
 | * This study identified a mutual interest in intergenerational activities from youth and older adults
* Cultural continuity plays a role in intergenerational relationships
 |
| Moody & Phinney (2012) | British Columbia, Canada | * To examine how participating in the Arts, Health and Seniors (AHS) Program relates to a sense of community in senior participants
 | * Lived in Vancouver
* Existing group of

seniors who met on a regular basis at a neighbourhood seniors centre  | * A total of 20 seniors (aged 65-90)
 | Qualitative:observation, informal interviews,and document review (ethnographic methods) | * Through this program seniors were able to engage in public space, make intergenerational connections, and connect with artists
 | * Lack of male representation
* Short period of fieldwork, may not represent the program as a whole
 | * Community-engaged arts programs can facilitate community connectedness, social inclusion, create an intergenerational context for art sharing and relationship building in order to encourage older adults to be active members within their community
* This program invited the opportunity for members to become involved at the local elementary school that was across the street, before this the seniors and children rarely interacted
 |
| Dumbrell, Durst, & Diachun (2007) | Ontario, Canada | * To explore how medical students’ and seniors’ perceptions of aging and how these perceptions influence medical practice before and after participating in an intergenerational event
 | * Students completing their degree within the Schulich Faculty of Medicine and Dentistry at the University of Western Ontario
* Seniors from two local retirement residences
* Community-dwelling seniors were also invited to attend the event
 | * A total of 150 participants
* 75 medical and dental students
* 75 seniors (paired with students)
 | Mixed Method:Semi-structured interviews and surveys (pre- and post-) | * No statistically significant changes were identified between pre- and post- event for seniors or students regarding quantitative measures
* Qualitative analysis displayed positive perception of the event
* A theme of fellowship between the generations was identified
 | * Presurvey completion differed among seniors from the local retirement residents (interview format) compared to the community-dwelling seniors (self-administration)
* Quantitative results could have been impacted by the short duration of event
 | * Even though no significant quantitative analyses were identified, this event provided an opportunity for multiple generations to come together for students to better understand first-hand what skills and attitudes are essential when caring for an aging patient, translating into an enjoyable and valuable experience for all
 |
| Jarrott, Smith, & Weintraub (2008) | Virginia, United States  | * To work towards closing the gap of evaluation tools regarding intergenerational programming via refinement of the Intergenerational Observational Scale (IOS) to measure the effects of social interaction among young children and compromised older adults
 | * Adults are part of the Adult Day Services
* Children are part of the Child Development Center for Learning and Research
* Adults and children live in Virginia
 | * 15 adults (50+ years old) with cognitive and/or physical impairments
* 41 children (15 months to 5 year)
 | Mixed Methods:Holistic observation, statistical analysis | * Modified the scale of observations to meet the typical range of intergeneration programs
* Established interrater reliability when developing a system for training individuals how to use the scale
 | * The generalizability of the scale is questionable as it has only been tested in one situation
* The test is not yet to be deemed valid; therefore, further testing will have to occur
* This study only looked at young children and frail older adults; therefore, more testing needs to be done pertaining to older children and well older adults
 | * This study expanded on the ISO to create a standardized scale to measure behaviour and affective outcomes of both older adults and children who participate in intergenerational programs, while incorporating theory and achieving interrater reliability, which is pivotal as evaluation of intergenerational programs is lacking
 |
| Babcock, Malonebeach, & Salomon (2017) | Massachusetts, United States | * To evaluate Bridges Together intergenerational program via quantitative and qualitative methods to assess the attitudes of children pertaining to older adults
 | * Parents of children must complete the consent form
* Children were given an assent form
* Children must be enrolled in the Bridges Together program
* At least 11 years of age
* Researchers worked with school officials to select older adults to volunteer
 | * A total of 23 5th grade students
* 10 older adults from the community
 | Mixed Methods:Child-Age Implicit Association Test, pre- and post- survey, statistical analysis (Quantitative) and Draw-a-Person task (DAP), social convoy task, acrostic poem task (Qualitative) | * Quantitative measures were not statistically different pre- or post- intervention. There was no significant decrease in implicit or explicit bias against older adults.
* There was a significant increase in willingness to spend time with older adults outside of the family as well as had more knowledge about their grandparent’s history
 | * Children may have been attributed to social desirability
* The short length of the program may not be long enough for change in perception to take place
* Qualitative measures used may not have been appropriate to assess a short-term program
* Sample is limited to a rural area in the United States
 | * This study offered insight on how the evaluation of intergenerational programs are lacking. However, through self-assessment measures awareness was increased regarding older adults in the children.
 |
| Jarrott (2011) | Virginia, United States | * To explore literature through content analysis of the previous 40 years of intervention studies on intergenerational approaches to see if they align with theoretical and evidence-based practices
 | * Non familial-based programs
* Peer-review sources in journal articles
* English studies
* Content on intergenerational contact
 | * A total of 128 nonfamilial

intergenerational intervention studies  | Mixed methods:Document analysis and statistical analysis | * There are diverse groups of youth included in the literature; therefore, there seems to be experiential learning as well as service learning involved in related fields
* Limited inclusion of old-old adults in the literature
* Evaluation most often occurs only in one generation of participants
* High amount of studies are relying only on qualitative literature, possibly because of the lack of standardized measures
* Many of the sample sizes are too small to perform efficacious statistical analysis
* Many studies report benefits of the program and do not go into much detail of the challenges that are faced
 | * Commonly cited articles were not all included in this article due to database limitations
 | * There is much room to improve in the field especially regarding theoretically informed studies, larger sample sizes, multigenerational evaluations, development or employment of standardized measures, longitudinal assessments, outcome measurements that move beyond general perceptions and attitude change, and use of rigorous quantitative and qualitative methods
* Administrative support, cooperation between child and elder programs, and appropriate training for both elder and youth staff that address both demographics is essential to beneficial program creation
 |
| Ayala, Hewson, Bray, Jones, & Hartley (2007) | Alberta, Canada | * To understand what the current state of intergenerational programs are in Calgary
 | * Calgary residents that have telephone numbers and access to a telephone
 | * A total of 107 agencies (75%) completed the survey
 | Quantitative:Telephone surveys, content analysis, statistical analysis | * Participants were generally aware of intergenerational programs; however, there may need to be clarification of the goals of these programs
* There is a high interest in intergenerational programs as many organizations offer these programs
* There are not enough intergenerational programs and increasing diversity is a necessary step
* There seems to be a large number of barriers that impact the implementation of intergenerational programs such as resources, accessibility, staff knowledge, and attitudes of participants.
 | * Findings are generalizable to the city of Calgary
* Did not include schools in the sample
 | * There is great interest in intergenerational programs; however, multiple barriers are present, which in turn hinders the development. In addition, many of the participants perceived their programs to be successful; therefore, measurable indicators must be promoted and utilized to measure these programs.
 |
| Peterat & Mayer-Smith (2006) | British Columbia, Canada | * To explore the relationship development between elementary students and older adults during an intergenerational environment education project that focuses on farming in order to identify key factors in sustaining participation
 | * Grade 7 girls from a private all-girls school
* Community adults, mostly retired farmers (3 being women)
 | * A total of 18 students participated
* 7 community adults
 | Qualitative: Interviews, focus groups, video footage  | * The elders expressed rewards from participating which were: learning from the children; pleasure in anticipation; part of something beyond self; remembering and thinking back on life; and promise of the future.
* The students were able to learn about farms and farming, learn about themselves, and working with others.
* Breaking stereotypes that not all farmers were men
* The environment where this program took place plays a large role in the teachings and the program itself
 | * Boys were not included in the sample
 | * This study suggests that intergenerational programs that are actively involved within the natural environment withhold and opportunity for mutual learning regarding aspects of the environment but also about social and relational factors as well as open opportunity to lifelong learning and community building.
 |
| Beynon, Heydon, O’Niell, Zhang, & Crocker (2013) | Ontario, Canada | * To identify the prevalence, form, and characteristics of intergenerational singing programs in a specified area of Ontario.
 | * Organizations other than schools that serve older and/or younger children within a 50km radius of an urban centre in Ontario
 | * A total of 134 organizations were contacted
* 7 organizations were interviewed
 | Quantitative:Telephone surveys and in-depth follow-up telephone interview  | * 36 out of 134 (26.9%) organizations indicated they offer, have offered some form of intergenerational singing opportunity.
* All organizations interviewed offered isolated, unstructured, activity-based singing programs with on systematic programming.
* Little access to individuals with the expertise to help conduct these programs in a systematic way.
* Barriers included: health and safety, transportation and accessibility, facilities, and personal issues.
* Music is a universal language and bring upon spiritual connections.
* 1 out of the seven organizations utilized some form of evaluation.
 | * Data and information collection occurred from a distance
* Only 7 out of the 134 organizations that we contacted were interviewed and they all had some intergenerational singing program in place possibly skewing the data
 | * This study demonstrates that intergenerational singing programs are perceived in a positive light and are often associated with benefits for both older and younger participants.
* Despite this, they seem to be a rare occurrence. This could be explained by the barriers that were identified in this study that prohibit organizations to become involved in these projects.
* Evaluation procedures must be part of future research.
 |
| Canning, Gaetz, & Blakeborough (2018) | British Columbia, Canadian | * To explore the relationships between school-aged children and older adults living in a long-term care residential setting with dementia through participation a ballet dance program.
* Identify attitudes and understandings children have toward the older adults.
 | * Students must attend the elementary school of interest
* Teacher and the staff at the school selected students they felt would benefit from taking part in the experience.
* Residents were 65 years or older
* Display some form of dementia
 | * 7 school-aged girls (ages 7-9)
* 15 residents (12 women, 3 men)
 | Qualitative:Used qualitative data from unpublished mixed-methods study.Semi-structured interview students (pre-, during, post-) participant observation, and document analysis  | * Three themes emerged. One from pre-, during, and post- program evaluations.
* The pre- program theme: they can watch, but they can’t dance was identified. The children would be entertaining rather than dancing with the residents, displaying a lack of agency and ability in their views.
* The during program theme: they can dance, but its different was identified. As relationships grew between the residents and the students the students began to see the residents as more able than disabled.
* The post- program theme: we can dance, we are more alike than different emerged. The children now view the residents as dance partners. Identified that both the children and residents were working towards the same goal and helping each other to achieve it, making them more alike than different.
 | * Limited group of students, not very diverse
* Short-term study; therefore, cannot identify if the relationships persist overtime.
 | * This study demonstrated that power impact of participating in intergenerational programs. The student’s perceptions changed with more involvement in the program as they begin to identify residents as more able as well as created positive and meaningful relationships.
 |
| Heydon,McKee & Susan O’Neill (2017) | Ontario, Canada | * To describe the meaning making and relationship-building opportunities related to the affordances of singing in participants as they work together to complete multimodal literacy projects within the Intergenerational Digital Literacies Project.
 | * All participants must live in Ontario
* Children must be in kindergarten attending the school of interest
* Elders’ must reside in the community
* Elders’ must have showed interest in participating in the program
 | * 13 kindergarteners (ages 3-5)
* 7 elder participants from an elders’ home
 | Qualitative: ethnographic tools, document analysis (exploratory case study) | * The affordance of singing provided opportunities for participants to form meaningful relationships with one another, while at the same time combining modes and media related to singing.
* Physical functioning limitations made engaging in the program difficult for some residents.
 | * The authors do not discuss in detail what ethnographic tools were used
* The inclusion and exclusion criteria were not explicitly mentioned.
 | * This study displays the meaning making potential that singing has a literacy practice and communication tool as well as how it can bring together different modes of literacy among elders and children by mixing of knowledge between the two groups.
 |
| Gardener & Alegre (2019) | Ontario, Canada | * To explore undergraduate students experience participating in an intergenerational service-learning project named Through Their Eyes.
 | * Undergraduate health science students enrolled in Developing Healthy Communities course at Brock University at Brock University between 2013-2017.
 | * A total of 191 students
 | Qualitative:Document analysis of journals | * Three core themes emerged: noticing internalized attitudes and stereotypes, recognizing similarities over differences, and observing our interconnectedness.
* Students perceptions changed which in turn resulted in them to act differently and apply this new way of thinking in their lives.
 | * Cross-group comparison cannot occur because these variables were not collected/ were removed.
* Students were aware the journals would be reviewed; wherefore, they could have written with this in mind
 | * The study demonstrates that service-learning opportunities that involve undergraduate students and older adults cannot only positively impact their perceptions towards aging but also identify themselves as change agents.
 |
| Anderson et al. (2017) | Alberta, Canada | * To identify the key processes that promote well-being in university students and older adults when participating in a professionally led intergenerational community theatre company called GeriActors & Friends.
 | * Member of community theatre group.
* Live in the city of interest.
 | * A total of 17 undergraduate students participated (12 females, 5 males)
* A total of 15 older adults participated (11 females, and 4 males)
 | Qualitative: in-depth face-to-face interviews and semi-structured interviews  | * Older adults joined the theatre group because they felt that the social activity would postpone common conditions associated with aging and also because they enjoyed theatre.
* Students said they joined because they wanted to learn more about older adults and community theatre in general.
* The processes of storytelling, reminiscence, and playfulness allowed older adults’ and university students to understand one another’s situations and try to come up with innovative solutions.
 | * Individuals interested in drama are only a select group.
* Participants were mostly Caucasian.
 | * This study demonstrates that participating in a community theatre group that includes both older adults and students to work together can result in improved well-being for both parties by building confidence, self-esteem, social networks, and increasing their empathy and support for others.
* The fact that this group is professionally led may play a significant role in the outcomes.
 |
| Heydon, McKee, & Daly (2017) | United States | * To explore how to connect differing generations to generate a transferable understanding of digitally enhanced multimodal curricula for people across the life course.
 | * Participants must be part of an intergenerational art program at the co-located intergenerational community
 | * A total of 9 preschoolers (ages 4-5)
* A total of 15 elders
 | Qualitative:Ethnographic-type data (documentation, interviews, recordings) | * Digital media were used in tangent with nondigital media for the creation of digital portfolios, digital text-making, and, teacher- and participant-led referencing for text-making.
 | * Utilized participants from a pre-existing art program; therefore, they may be more familiar with resources and tools than others not from an existing program
 | * Integrating digital media in class provided enhanced literacy options as it provided participants with new tools to create meaning-making and promoted intergenerational relationship building.
* Digital media also expanded identity as participants were able to achieve new things and document them.
 |
| Doiron & Lees (2009) | Prince Edward Island, Canada | * To better understand an emerging school-community relationship within senior volunteers.
* To explore the evolving role of seniors.
 | * Must be a member of Project L.O.V.E. (Let Older Volunteers Educate)
* Community elders
* Elementary school students at select schools associated with Project L.O.V.E.
 | * A total of 212 volunteers and 72 teachers completed surveys.
* 6 focus group sessions with 32 volunteers.
* 5 focus groups with 27 classroom teachers.
* Students were asked to respond orally to five open-ended questions

and to make two drawings – one of themselves working with the volunteer and one of their volunteer doing something she or he enjoyed outside school. | Mixed method:Survey, focus groups, structured interview | * Project L.O.V.E strengthens the relationship between community, school, and the volunteer.
* Senior volunteers play an active role in fostering community-school connection “web”.
* School leaders play and important role in the success of this program, adequate structure in the school for the program to run smoothly, build resources for successful volunteer-teacher communication.
* The program has become a part of the school culture and the senior volunteers act as an extension of the school culture by connecting it to the community.
 | * None were mentioned within the article.
 | * This study exemplifies the pivotal role seniors play in intergenerational programs as they create a web of interconnections between the school and the community; therefore, the whole community contributes to the literacy of the children involved.
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| **DATA CHART FOR EMPIRICAL PUBLICATIONS (2022)**  |
| Authors & publication year | Country of study | Study purpose/objectives | Research design & methods | Main findings | Limitations | Synthesis |
| Jarrott, Stremmel, & Naar (2019) | USA | * Challenges of documenting the impact of IG programs
* To explore the idea of theory-research-practice when interpreting IG programs
 | * Project Transforming Relationships through Intergenerational Programs (TRIP)
* Build community with evidence-based practices that increase and improve relationships between young and old, enhance connections among community members, and increase IG program sustainability
 | * 11 best IG practices developed
 | Document analysis | * Adult and youth members collaborate on IG programming
* Participants making decisions about IG programming
* Participants are prepared for and reflect on IG activities
* IG program participation is voluntary
* Activities reflect participants’ interests and backgrounds
* Activities are age and role appropriate
* Activities support mechanisms of friendship and meaning-making
* The physical environment promotes interaction
* The social environment promotes interaction
* Facilitator’s document and communicate about IG programming
 | * Best practices are difficult to consistently implement or were challenging to comprehend
 | * Theoretical and evidence-informed resources can support IG programming
* Demonstrating impact is one of the most common challenges
* The connection between theory, practice, and outcomes, organizations can benefit from aligning best practices represented in the IG model presented with their theories of care or education and evidence
 |
| Knight, Skouteris, Townsend, & Holley (2014) | Australia | * Identify psychosocial benefits for both older and younger member of the relationship associated with the act of reciprocal giving in nonfamilial interactive intergenerational interventions
* Reciprocity = mutual project with a goal
 | * Highly linked to Generativity (Erikson, 1959)
* Inclusion of quantitative and qualitative evidence
 | * Systematic review of 13 peer-reviewed articles
 | Document analysis | * Both generations have something to offer 🡪 interaction, contributions, and generativity
* Removing the opportunity to share decreases satisfaction
* There is the act of giving and receiving
* Mutual problem-solving of a meaningful life issue

Benefits:* increased positive attitude and reduction in stereotypic thinking toward the other generation
* expanded self-concept/self-perception
* social connectedness leading to reduced isolation and loneliness
* reduction in depression
* the generation of hope for the future
* increased self-esteem
 | * Including reciprocity in the methodology of studies is important
* Hard to identify generativity in a short-term intervention (role of time)
* 2 out of 7 quantitative studies included did not include control groups
* Lack of longitudinal designs over months rather than weeks
 | * Identity development in younger participants and the expression of generativity in older participants through meaningful mutual activities
* Reported psychosocial benefits of the intergenerational interactions included increased positive attitude and reduced stereotypic thinking toward the other, broader views of self, increased social connectedness, reduced depression, and hope for the future.
 |
| O’Dare, Timonen, & Conlon (2021) | Ireland | * Challenge age homophily in the literature on friendship
* New concept = homophily of doing-and-being in friendships between adults of different generations
* How OA portray intergenerational friendships and the meaning, significance, and role these friendships play in one’s life
 | * Community-dwelling men and women and were 65 years of age or older
* At the time of the study the participant had at least 1 non-kin friend for a duration of 3 years or more who is at least 15 years or more
 | * 23 participants 66-95 years old were interviewed
* 7 men and 16 women
* Diverse educations, occupational background, and across the socioeconomic spectrum
 | Interviews (co-constructed talk data) | * Homophily of doing-and-being has three components: being “friends in action” (pursuing interests and leisure activities, or simply spending time together), being “not only old” (sharing identities beyond age), and sharing attitudes and approaches to friendship and life
* “differences” were an important element of interest between the intergenerational friends
 | * Older adults perspective only included
 | * An all-age identity is portrayed by the participants; they can at times “feel the same inside” as their younger friends, and yet they can also feel older and act on this. The people who took part in this study are not denying their chronological age
* Intergenerational friendship may present an exemplar of intergenerational complementarity at the level of the everyday in older people’s lives
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| Meuser, Konrad, Robnett, & Brooks (2021) | Australia | * This article details a telecollaborative service-learning project to engage older adults online and provide applied experiences for students
 | * Program was 6 months in length
* Older adults aged 55+
* Students from Social Work (Master, Bachelor), the College of Osteopathic Medicine (COM; DO), and Occupational Therapy (Master)
 | * 54 students provided telephone support and Zoom based programming
* 16 older adults affiliated with the University of New England
 | Narrative/Conversations | * Facilitated intergenerational dialogue among a diverse generations
* Comfort was found in the support provided by students while using online platforms
* Telecommunication does not replace in-person
* Comfort level of older adults was increased from students’ perspectives due to interaction
* Connections, spending time together, and supporting mutual learning
 | * Access to technology concern was a barrier to access
 | * Bidirectional and intergenerational benefits were noted as older adults and students navigated the exigencies of the pandemic and learned important lessons with and from each other to advance knowledge and improve quality of life
 |
| Gerardo, Rodrigues, Marques, Cunha, Mendonça, Pinto, & Grilo (2019) | Portugal | * SeniorTec program within the framework of the Cordon Gris project aimed to promote intergenerational relationships and improve attitudes towards aging and older people
 | * Activity was hosted by the old persons who participate in the European project Cordon Gris
* University students from Higher School of Health of Alcoitão and ISCTE-University Institute of Lisbon with an interest of working with older adults in the future attended
* Older adults were users of day centres
* Learning sessions were delivered in this action: a Nutrition Workshop and a Financial Education Workshop
* Intergenerational contact session took place by using the Cordon Gris app
 | * Learning Sessions (9 older adults, 15 students)
* Contact session (20 older adults, 15 students)
 | 4 Focus Groups (n=29) and 5 Interviews  | * Motivated self-esteem by giving older adults a chance to present themselves and skills
* Created confidence in speaking to younger people
* Created closer links with students
* Positive image of aging and deconstructing negative stereotypes
* Older adults act as teachers where they gain respect and admiration from students
 | * Not mentioned.
 | * Technology as a mediating element of the intergenerational relationship is beneficial for older people, who increase their usability as a form of social integration, but also as a means to promote their autonomy.
* As these two issues are relevant today, technology can play an important role in improving the quality of life of older people, increasing safety and independence in their daily lives
* Giving older people a leading role in teaching activities is crucial to deconstruct ageist stereotypes among the younger generations. Technology may especially useful in this regard in the sense it can act as a “common language between different generations”
 |
| Penick, Fallshore, & Spencer (2014) | USA | * Evaluation of the Meaningful Connections program, an intergenerational service-learning program that brings college students and older adults together for small group discussions.
* Once a week for 45 minutes for 9 weeks
* The purpose of this study is to describe the Meaningful Connections program and to evaluate its efficacy at decreasing ageism and increasing student participants’ desire to perform community service.
 | * Students must have participated in the Meaningful Connections program during 6 academic quarters across 4 years
 | * 44 students
 | Demographic Questionnaire, Aging Semantic Differential Scale, and Community Service Attitude Scale | * Positively impacting students’ attitudes toward older adults (30% change from pretest to posttest
* Those who volunteered with the program experienced similar changes in attitudes even though they didn’t take the classes; therefore, the classes may not have impacted the changes
* Using theory would be helpful in future research (Generativity)
 | * Only include the perspectives of students
* No subjective/qualitative data to support statistics
* No control group
 | * Programs such as Meaningful Connections can play an important social advocacy role by helping students who are considering future professions to avoid negative stereotypes and broaden their potential career paths to include service to this growing population. Meaningful contact with older adults allows students to begin to appreciate the lives and well-being of older adults.
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| Miller, Jezewski, Harlow, & Potter (2021) | USA | * Pen pal program between health care students and community-residing older adults to help reduce loneliness and isolation during the COVID-19 pandemic
* Participants were connected through letters, emails, and phone calls for a period of 3 months
* At the end of the program students were surveyed
* Assess knowledge and skills, attitudes, and personal wellness and professional growth
 | * Students enrolled at any college of the University of Nebraska Medical Centre (College of Medicine, Nursing, Pharmacy, and Allied Health)
* Older adults who frequented wellness and outpatient center, nursing home, assisted living, and hospice services in the local community
 | * 69 students paired
* 180 older adults
* 140 pairs
 | Survey (retrospective pre-post design) | * Students increased their knowledge of social isolation and loneliness in older adults
* Students were more comfortable communicating with older adults following the program compared to before
* Students significantly increased their interest in working and/or volunteering with older adults during their careers
* 67% of students either agreed or strongly agreed that participating in the pen pal program improved their wellness
* 78% of students either agreed or strongly agreed that this program allowed them to practice important skills they would use in their professional careers
* Development of IG relations
 | * Only students were surveyed
* Not a diverse sample (91% of respondents were white) which is not reflective of the student body
* No data on older adults
* Recall bias
 | * By providing volunteer experiences to students, we can increase their exposure to the geriatric population, hopefully increasing the number of students who enter geriatrics while simultaneously reducing social isolation and loneliness in older adults.
 |
| Diane Martin (2019) | USA | * Pen pal program to address misconceptions about the aging process and the negative stereotypes associated with older adults
* Supplement classroom learning with practical experience which exposes students to elders in a variety of settings
 | * Older adults in the community
* Students
 | * 10 – 20 Gerontology and non-Gerontology students’ complete course annually
* 45 older adults participants thus far
 | Debriefing interviews | * Result in positive feelings toward elders and an increased understanding of the needs and a greater appreciation for the other generation
* Students reflect that they find their elder Pen Pals to be very approachable, learning that older people are “human” and have memories and stories to share.
 | * Not mentioned.
 | * Experiential learning offers students opportunities to connect with non-relative older adults to focus on similarities and connections instead of differences and uncomfortable aspects which allows them to identify with their elders as human beings and form a mutually fulfilling relationship
* Students see the wisdom and individuality of older adults and aging, thus changing perceptions and alleviating fears. Elders are able to connect with students, providing insight into the aging process and achieving a sense of generativity.
 |
| Yamashita, Kinney, Lokon (2011) | USA | * Contribute to the existing literature on intergenerational service-learning programs with PWD
* Examined the benefits of a gerontology course and an intergenerational service-learning art project or people with dementia on students’ attitudes toward aging and working with OA with cognitive impairments
* Program takes place weekly at retirement facilities
 | * Students at the university of Midwest (enrolled in gerontology courses, sociology courses, enrolled in gerontology courses and participated in OMA)
* People with dementia attending Opening Minds Through Art (OMA) program
 | * 429 students
 | Survey (pre-post) | * The finding that students enrolled in an introductory gerontology course (as well as those who were enrolled in the course and participated in service learning) demonstrated significantly more positive attitudes toward older people at the end of the semester, whereas there was no change in attitudes among students who completed an introductory or intermediate sociology course
* Over the course of the semester, the attitudes of the students enrolled in the gerontology course became more negative about working with PWD
* Course content that emphasizes cognitive deterioration, the lack of a cure, and the stresses and burden associated with caring for an individual with dementia might understandably result in more negative attitudes
 | * Did not include OA perspectives
 | * Results indicated that students who completed the gerontology course, and those who completed both the course and the service-learning project, reported significantly more positive attitudes toward older adults, whereas students in the course only had significantly less positive attitudes about working with PWD, and those in the other courses (sociology) showed no change in their attitudes. Students’ journals are replete with reports of the satisfaction they derived from their experiences
 |
| Carcavilla, Meilán, Llorente, Martínez-Nicolás, & Tamayo-Mortera (2020) | Spain | * Purpose was to examine the effectiveness of a Spanish language educational videoconferencing program called Smile Connect (SC) between generations, on the one hand in reducing negative attitudes towards ageing and improving emotional affect among young adults and on the other hand, for improving emotional affect and self-esteem among older adults
* 6 weeks (2 lessons per week)
 | * Healthy Spanish OA residing in care homes
* Young adult Italian students attending Spanish classes at secondary school
 | * 46 healthy Spanish OA
* 48 young Italian adults attending Spanish class at secondary school
 | Cross-sectional | * The self-esteem of older adults who participated in the SC program improved significantly, and with great effect, compared to the control group and to their own selves before the intervention
* Older adults who participated in SC also significantly improved their perception of their affective state through an increase in positive emotions, a reduction in negative emotions and, in general, a better mood
* SC allowed OA to demonstrate their generativity
* The negative stereotypes towards ageing diminished in the group of young adults who participated in the program, particularly those relating to physical and mental health in old age
 | * Larger sample required
 | * The program strengthens and reinforces the educational curriculum contributing to student learning, so it is conceivable that the acquisition of knowledge and skills will have a positive impact on their future
* Importance of creating new online contexts for intergenerational communication through a promising emotional therapeutic intervention.
 |
| Lee, Jarrott, & Juckett (2020) | USA | * Locate all articles identifying quantitative outcome measures of intergenerational programming specific to older adults
 | * Excluded non-research articles, including conceptual articles, research protocols, policy reviews, program descriptions, and other comprehensive and/or systematic literature review articles, outside of community setting, did not use quantitative methods
 | * 28 studies included in review after exclusion criteria applied
 | Scoping Review  | * Primarily positive results presented
* Multiple studies presented insignificant findings
* small sample size, participant characteristics of the participants (e.g., older adults with mild dementia), ceiling effects, and the frequency and/or duration of programming were identified as potential factors that contributed to researchers’ non-significant findings
* Outcome measures included: physical, psychological, and social benefits older adults perceived as a result of intergenerational programs
* Self-reporting measures utilized primarily
* Suggest: objective indicators of stress and health
* Accurate tools to assess outcomes of OA
* Short-term findings
* Longitudinal studies on outcomes of younger counterparts
* Few research papers examining the mutual benefits
 | * Only included quantitative studies
 | * Although intergenerational programming appears to benefit older adult participants, high-quality methods need to be widely adopted to reliably assess outcomes, particularly among vulnerable older adult populations. Incorporation of rigorous tools designed to measure health and other targeted outcomes of older adults as well as youth participants with varied abilities will reflect the vast diversity of intergenerational programs and enhance the success, reach, and sustainability of intergenerational programs.
 |
| Weintaub & Killian (2007) | USA | * The purpose of this qualitative study was to examine perceptions held by recipients of adult day services about the impact of intergenerational programming on their emotional well-being.
 | * Children attending preschool at intergenerational centre
* Older adults aged 65 – 90 years old attending the intergenerational centre that offers adult day programming
 | * 13 older adults attending adult day program
 | Interviews | * Low levels of involvement because not asked, not interested, poor health
* Themes identified: peer support, youth and enthusiasm, freedom of choice, familial connections, and being needed
* Choosing level of involvement for OA is important, acknowledging OA volunteer effort results in accomplishments, utilizing kin-like names “grandmas/grandpas” strengthen feelings of familialism,
 | * Not mentioned.
 | * This research suggests that intergenerational programming has a promising future. As expectations for gerontological programming continue to grow in terms of both quantity and quality, it is likely that intergenerational programs will play a large and important role in the lives of older persons.
 |
| Gallagher & Fitzpatrick (2018) | Ireland | * The aim of this study is to explore the pedagogies underpinning IG practice and the types of community networks that support IG learning in both early years and elder care settings with a view to exploring approaches to develop practice and policy in this area.
 | * Purposely selected based on their senior position and oversight of IG activities in their organizations
 | * 6 providers at 5 organizations, 5 in senior positions, 1 general staff
 | Semi-structured Provider Interviews | * The following themes were identified: opportunities for developing relationships and positive views of difference; the social context of learning; valuable social roles; expanding networks; and increasing community capacity.
* A strong pedagogy where the relationships developed through IG practice can enrich the learning of children and older people, especially when young and old are actively involved in the planning process.
* The IG activities helped to make young children and older people more visible and more engaged in their communities, benefits identified in the literature and promoted in recent Irish policy.
* Through IG learning experiences children and older people had opportunities to participate in “real life” activities that are fundamental to meaningful learning.
* IG practice is intrinsically linked to the creation of social capital.
* Opening up “geographically and socially” to the community involves a mixture of exploiting natural social networks and a degree of social engineering.
* Support effective and sustainable IG practice through education and training
 | * Small sample size
* Only focuses on staff perspectives
 | * When IG practices are embedded in strong pedagogies and community contexts they have good possibilities for sustainability.
* The study also confirmed the value of multigenerational approaches that can promote social inclusion.
* Acknowledge the demands that IG practice places on all participants but in particular on managers and staff.
 |
| Galbraith, Larkin, Moorhouse, & Oomen (2015) | Toronto, Canada | * Aim of this study was to examine the characteristics, goals, and outcomes of intergenerational programs for persons with dementia and children or youth.
 | * Intergenerational programs with PWD and persons under 19 years older
* Articles must have gathered information on program design, goals, outcomes, or participants’ perceptions.
 | * Twenty-seven articles met criteria for review
 | Scoping Review (qualitative and quantitative data) | * 3 themes emerged: program design, outcomes for child or youth participants, and outcomes for persons with dementia
* Music, arts-based, and narrative programs were most common
* PWD mentoring or teaching children
* Included PWD at varying stages
* Intergenerational school
* Facilitated by adult day program and childcare day staff members/school teachers, youth, PWD, etc.
* Goal: benefit PWD, children, and the greater community
* Range of implications
* Outcomes for children: perceptions of older adults and dementia, skill development and character building, mood and enjoyment, and impact on children’s behavior
* Outcomes for PWD: sense of self, mood, behaviour, social engagement, and engagement in activity
* Training for facilitators and education
 | * Difficult to make direct comparisons due to the breadth of data
* PWD primarily white
* Small sample size
* Differing inclusion and exclusion criteria in studies
 | * This review has identified opportunities for future research, including the need to develop and evaluate tools for screening and training, as well as exploration of the influence of gender and race on program outcomes.
 |
| Murayama, Ohba, Yasunaga, Nonaka, Takeuchi, Nishi, Sakuma, Uchida, Shinkai, & Fujiwara (2014) | Japan | * The aim of this study was to clarify the effect of an intergenerational program on elderly persons’ symptoms of depressive mood and in improving their sense of coherence, which is an element for successful coping with stressors
* Volunteers >65 years old read picture books to children in a school setting
* Intervention group was recruited through intensive weekly training seminars for three months
* Control group participated in health checks and surveys for data collection puposes
 | * School aged children
* Older adult volunteers >65 years of age
 | * 26 participants in the intervention group
* 54 participants in the control group
 | Health checks, surveys, and interviews | * Intervention participants increased sense of meaningfulness, which is the most important concept of sense of coherence
* Generativity contributed to the strengthening of meaningfulness
* Meaningfulness mediated depressive moods; therefore, it is possible that participation in the REPRINTS program would reduce the risk of depressive mood among the elderly due to their greater sense of meaningfulness over several years
* REPRINTS collaborative nature (local coordinators, senior volunteeers, teachers) ensures the longevity of the program as it creates the best possible environment for positive and long-lasting benefits for its participants, through intense intergenerational exchange with children (Kaplan, 2002)
 | * Doesn’t assess younger counterpart
* Control and intervention group are not randomized
* Changes in control group could be due to the fact that the participants were active members in the community outside of intergenerational programs
* Mostly wealthy participants
* No causality
 | * Overall, the findings of this study suggest that participating in intimate intergenerational exchange with children have positive influence on developing a strong SOC of elderly people, which can prevent depressive mood.
 |
| Agmon, Doron, & Ergon-Karlin (2018) | Israel | * Describe the impacts of the course “Social Activism and Old Age: From Exclusion to Inclusion” that brought together senior citizens from the neighborhoods of the northern city of Haifa and graduate students at the Faculty of Welfare and Health Studies at the University of Haifa.
* Older persons to play meaningful role in gerontology program
* Community-engaged
* The goals of this program are to mitigate social polarization, promote solidarity, and encourage the integration of excluded populations into mainstream Israeli society.
* Older adults were students
 | * Graduate students in the Social Welfare and Health Sciences department which relate to the following fields gerontology, social work, nursing, physiotherapy, occupational therapy, etc.
 | * Older adult students ranging from 58-90
* University students mean age from 31-38
 | Open-ended interviews, survey | * From the students’ perspective, the course was seen as a “routine-breaker” as the course was outside the walls of the university and involved “action” within the community
* A significant difference in knowledge before and after intervention was found for the senior citizen group
* A significant difference in attitudes was found for the young group, with their attitudes being significantly higher and less ageist after the intervention than before
* Motivation for OA: access to academia, one-of-a-kind opportunity to interact with young people, share what being old is
* Motivation for students: focusing either on the opportunity to engage in something that touched a personal interest or the opportunity to break away from the routine of oral-based courses in academia
* Emotional experience shared by both students and senior citizens was the development of personal, informal friendships and bonding during the course
* Sense of pride and satisfaction
 | * Did not capture longitudinal effects
 | * The course Social Activism and Old Age provided a unique opportunity to simultaneously promote academic and ideological goals by transforming the traditional academic teaching scheme in the field of aging from one that focuses on teaching “about” older persons to one which involves senior citizens as equal partners in a learning process embedded within a community-based intergenerational framework and an activist environment
 |
| Kim & Lee (2017) | Korea | * The purposes of the current study were to (a) develop an intergenerational program based on symbolic interactionism for nursing home residents and adolescents; and (b) examine its effects on ego integrity, positive emotion, and facility adaptation in nursing home residents, as well as ego identity, positive emotion and school adaptation in adolescents, and adolescents’ perception of older adults
* 6-week IG program
 | * Residents from 3 nursing homes
* Adolescence from three general high schools
* Older adults must score =>20 on MMSE-K, <22 on Geriatric Depression Scale, and have no diagnosis of dementia
 | * 60 students
* 60 nursing home residents
 | Survey | * Through the inter-generational program based on symbolic interactionism, nursing home residents and adolescents were able to rediscover their affirmative ego and positive emotions from positive interactions
* Older adults could share their experiences and wisdom in-depth with the younger generation through reminiscence therapy and had the opportunity to positively rediscover their own life values.
* Meaningful conversations
* Adolescents’ ego improved along with positive emotion as well as better adjustment to school environments
 | * Restricted sample (not very diverse)
 | * The current findings suggest that the intergenerational program for nursing home residents and adolescents is a valuable nursing intervention in Korea to overcome the generational gap and achieve developmental tasks.
 |
| Santini, Baschiera, & Socci (2020) | Italy | * This paper reports the results of a study based on an intergenerational learning program, carried out in 2018 in Germany, Italy and Slovenia.
 | * Older adult entrepreneurs (55+)
* NEET’s between 18 and 29 years of age
 | * 41 older adult entrepreneurs (55+)
* 33 NEET’s (18-29 years of age)
 | Pre-post evaluation (quantitative and qualitative tools) | * Mentors learned and enhanced mentoring competences, e.g. active listening and the capability of orienting, improved well-being and self-esteem, social inclusion and active aging attitude.
* NEETs acquired entrepreneurial and socio-relational competences by benefiting from the full exploitation of mentors’ know-how and the trust relationship with them.
* Companies, trade unions, educational and voluntary organizations should cooperate to adopt intergenerational learning programs as good practices for older adults and NEETs’ lifelong learning promotion.
 | * Small sample size
* Lack of collaboration
 | * Intergenerational learning mentorship program improved the well-being of older adults while NEET’s learned valuable transferrable skills.
 |
| Wagner & Luger (2021) | USA | * Generation to Generation is a course that promotes positive IG contact.
 | * Not mentioned
 | * Older adults (55+) n=23
* Younger adults (18 – 30 years old) n=55
 | Pre-post evaluation  | * Pre-course, both older and younger students reported greater comfort and kinship for their own age group but greater engagement with the other age group.
* Post-course, younger students showed significant increases in affection, comfort, kinship, engagement and enthusiasm for older people, whereas older students’ ratings for younger adults remained stable.
* It is imperative that the generations work together to solve pressing societal issues such as how to support an aging population or protect the changing plane
 | * Limited time resulted in limited survey response
* Unequal sample sizes for age groups due to structure of program
* No comparison group
 | * Overall, including intergenerational interactions in the classroom setting may increase younger adults’ liking for older adults.
 |