

Background

An understanding of civic engagement in aging immigrant populations is of clear importance to support broad active aging and social integration goals.[1]

Civic engagement involves civic and political activities intended to benefit the public.[2-3]

Among older adults, civic engagement has been linked to the promotion of self-esteem, wellbeing, life meaning and satisfaction. [4-5]

A range of socio-demographic and contextual factors shape civic engagement experiences among older adults.[6]

Research on specific perceptions and experiences of aging immigrants engaged in civic participation is extremely limited.

Asian immigrant groups from China, India, and Philippines are targeted for this study due to their representation in Canada's immigrant population, diversity in language, and civic participation infrastructure in their countries of origins.

Research Questions

How do aging Asian immigrants in Edmonton, Alberta conceptualize the meanings, motivations, self-efficacy, and patterns of civic participation and experience?

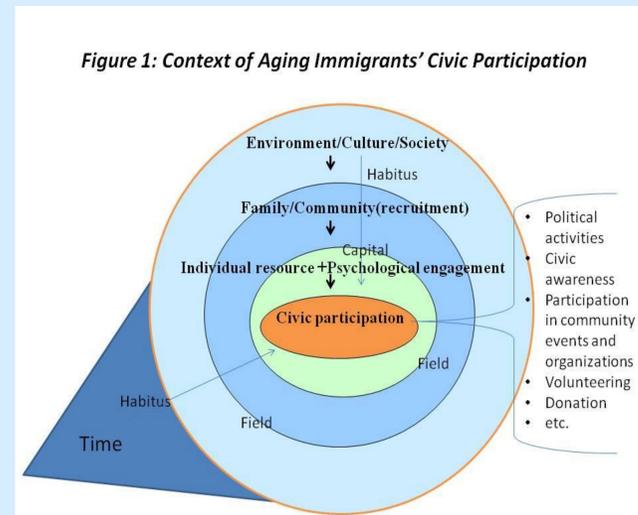
What are the facilitating factors and barriers to civic participation for aging Asian immigrants?

How do unique historical, cultural, political, and societal characteristics contribute to civic participation in different groups of aging immigrants?

What strategies and approaches could be used to facilitate civic participation among aging immigrants?

Theoretical Framework

Draws on the Civic Voluntarism Model and on Bourdieu's Theory of Practice, the theoretical framework of this study is shown in Figure 1 below.



Methodology

Mixed methods research will be conducted in Edmonton, Alberta.

- In-depth interviews with 50 aging immigrants aged 55 and over, born outside of Canada, and of Chinese, Indian, or Filipino origin;
- Twelve focus group discussions with immigrant (10) and Canadian-born older adults (2), and
- A survey of aging immigrants.

Sampling: Availability sampling & Snowballing

Timeline

Research Tasks	2017-18			2018-19			2019-20			2020-2021			2021-2022		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Finalize data collection plan, REB application, RA recruitment and training		x	x												
Community outreach and recruitment of participants			x	x											
Key informant interviews with Asian immigrant older adults				x	x	x	x	x	x	x	x				
Focus groups with Asian immigrant older adults				x	x	x	x	x	x	x	x				
Focus groups with Canadian-born older adults							x	x	x						
Knowledge mobilization										x	x	x	x	x	x

T1=Apr-Jul; T2=Aug-Nov; T3=Dec-Mar. *Data collection and data analysis are conducted simultaneously.

Recruiting Challenges (??)

- Lacking of students with research experiences and speaking multiple languages;
- Newly established connections with ethnic groups and communities since the principle investigator is new to Edmonton;

Involvement of students

- A PhD student in social work was hired as the project coordinator, fluent in English and Mandarin;
- Seven students who speak different languages were provided opportunities to be involved in this project as research assistants, among them:
 - ✓ Four with master degree or study in graduate program; Other three are undergraduate students in social work or sociology;
 - ✓ Two Hindi-speaking, one Panjabi-speaking; two Mandarin and/or Cantonese speaking, and two Tagalog speaking,
 - ✓ Three are working within/with ethnic communities (Chinese, Indian, and Filipino), and other four are students studying in the universities.
- Students have been involved in: Research ethic application, literature review, training on research skills (e.g. personal interview, focus group, and data analysis), participants recruitment ;
- Students will be involved in participants recruitment, data collection, and analysis, knowledge translation activities;
- Multiple roles of students: Research assistant, cultural broker, and community connector.

Reflections (??)

- The contribution of students' involvement in this research project are obvious;
- Students' involvement in research is not only beneficial to the research project, but also has benefits to students: financially, psycho-socially, and professionally.

My involvement in this research project has provided me the sense of belonging with my study and university.

Involvement in research and presentation is meaningful to my research career and professional learning experience. I have increased my group work skill, critical and reflective thinking skills, problem solving skills and a sense of ownership.

References

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3. Adler, G., Schwartz, J., & Kuskowski, M. (2007). An exploratory study of older adults' participation in civic action. *Clinical Gerontologist*, 31(2), 65-75.
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5. Dabelko-Schoeny, H., Anderson, K. A., & Spinks, K. (2010). Civic engagement for older adults with functional limitations: Piloting an intervention for adult day health participants. *The Gerontologist*, 50 (5), 694-701.
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