

the study, which are: (1) my stress levels during this time, (2) diabetes specific stressors, and (3) coping mechanisms. Black men with diabetes may need psychosocial support that holistically addresses general developmental and diabetes-specific stressors and their influences on one another. Recognizing how Black men react to stress is essential for understanding and addressing their disproportionately high prevalence of stress related to management of chronic conditions and avoiding additional complications, morbidity or mortality. It is imperative to examine how stress and coping frameworks relate to men's health, in general, but specifically in Black men.

Session 9170 (Poster)

COVID-19 PANDEMIC AND EDUCATION

A REMOTE MUSIC-BASED SERVICE-LEARNING PROJECT TO SUPPORT ISOLATED OLDER ADULTS IN LONG-TERM CARE

Emma King, and Alaine Reschke-Hernandez, *University of Kentucky, Lexington, Kentucky, United States*

Growth of the aging population warrants a commitment to teaching students to work effectively with older adults. In an online university course focused on inclusive music practices, students engaged in an extensive service-learning project to enhance course learning objectives and increase sensitivity to disability, social justice, and inclusion issues across the lifespan. Based on community needs, one student aimed to reduce isolation among older adults living in a long-term care facility. The student selected this target and population because of the detrimental effects of isolation on psychosocial, cognitive, and physical well-being; and reduced access to interactive programs and services among older adults living in residential facilities during the COVID-19 pandemic. Components of the project included a service-learning proposal, an annotated bibliography, an interview with the community partner, three activity designs, and a reflective essay. Based on existing research regarding interventions used to reduce isolation among older adults, the three activities the student designed were music bingo, interactive singing, and stretches to music. Throughout the service-learning process, the student consulted the community partner to ensure relevance of the activities. Principles of Universal Design for Learning (UDL), such as providing multiple visual and auditory means to engage with materials, enhanced accessibility of the activities. In this presentation, the student and course instructor will reflect on this case experience and the value of service-learning to foster professional skill development, engaged citizenship in working effectively with older adults, and an appreciation of the need for justice, equity, and fairness for all community members.

ASSESSING NEEDS, WELL-BEING, AND TELEHEALTH ACCESS OF OLDER ADULTS WITH LIMITED RESOURCES DURING COVID-19 PANDEMIC

Sashah Damier,¹ Assma Twahir,² Sweta Tewary,³ Naushira Pandya,² and Nicole Cook,² 1. NSU, Davie, FL, Florida, United States, 2. NSU, Davie, Florida, United States, 3. Nova Southeastern University, Fort Lauderdale, Florida, United States

The COVID-19 pandemic created new barriers and challenges to accessing primary care services, particularly among older adults who already faced barriers related to access to care, including transportation, health literacy, and self-management support. Nova Southeastern University South Florida Geriatric Workforce Enhancement Program (NSU SFGWEP) partnered with primary care clinics to conduct wellness calls to older adult patients identified through clinic EHR. The wellness calls' objectives were to 1) discuss COVID-19 protective measures; 2) assess wellness needs and access to care barriers; and 3) screen for telehealth support. From September 2020 to February 2021, the team (including medical students, public health students, and SFGWEP staff) contacted 200 patients via telephone and conducted a comprehensive wellness survey developed by the study team, informed by validated surveys. Among the 200 patients called, 60% (n=34) were very concerned about the Covid-19 pandemic, 33% (n=34) reported often feeling isolated from others, and 20% (n=34) expressed difficulty getting medical care. A smaller subset of patients reported concern about limited COVID-19 testing (n=1), lack of knowledge about seeing their provider via telehealth (n=7), lack of face masks (n=1), and challenges with obtaining medication refills (n=1). Following wellness calls, the NSU SFGWEP team provided education, referred to clinical resources, and, for low-income patients with access to care challenges, provided Samsung Tablets (n=50) with peer training to enable telehealth.

COVID-19 AND AGE-FRIENDLINESS IN HIGHER EDUCATION

Celeste Beaulieu,¹ Nina Silverstein,¹ Lauren Bowen,² Susan Whitbourne,³ and Joann Montepare,⁴ 1. *University of Massachusetts Boston, Boston, Massachusetts, United States*, 2. *University of Massachusetts, Boston, University of Massachusetts Boston, Massachusetts, United States*, 3. *University of Massachusetts Boston, University of Massachusetts Boston, Massachusetts, United States*, 4. *Lasell University, Newton, Massachusetts, United States*

During the COVID-19 pandemic, universities have changed to an online or hybrid format. These changes provide the opportunity for universities to be more accessible for all individuals. However, the logistics of university life during a pandemic has exposed significant and potentially enduring challenges and opportunities for designing and maintaining an Age-Friendly University. This study investigates perceptions of students, faculty, and staff in the lens of an age friendly university during the COVID-19 pandemic. This study draws on qualitative and quantitative data from over 10,000 faculty, staff, students, and life-long learners from 26 universities. Five items were asked to constituent groups about their perceptions on their university's response to COVID-19. Overall, students had the poorest average perception of satisfaction with their university's overall response to the pandemic, with 62% satisfied compared to 74% and 73% of faculty and staff, respectively. Further, 77% of faculty think the university's response to continuing education accommodated their needs, compared to 69% of students. Respondents from private universities reported more positive satisfaction than respondents from public universities (M=4.23, SD=0.94; t(df=7405)=6.805, p<.001). Qualitative data suggest that older students and faculty needed more

technological assistance during this transition to primarily online learning to keep older members involved in the community. Older staff felt that they were more likely to be furloughed and were the group most likely to not have a choice in working on or off campus.

FROM SURVIVING TO EXCELLING: ADAPTATION OF GERONTOLOGY SERVICE LEARNING DURING THE COVID-19 PANDEMIC

Donna Jensen,¹ Theresa Abah,² Carol Sewell,³ and Terrence Ranjo,³, 1. *California State University, Sacramento, Sacramento, California, United States*, 2. *California State University, Sacramento, Sacramento State University, California, United States*, 3. *Sacramento State University, Sacramento, California, United States*

The COVID-19 pandemic has disproportionately impacted older adults, and the educational service-learning opportunities available to gerontology students. As an applied major, Sacramento State University's Gerontology Department heavily depends on service-learning. The pandemic affected existing gerontology placements and their ability to host student learning. In addition, at the outset of the pandemic, Sacramento State University immediately terminated in-person service learning. The Gerontology Department prioritized student and community safety while still valuing the need for students to have meaningful and relevant community-based learning experiences. Gerontology faculty worked with community partners to shift these vital learning experiences. This poster presentation focuses on the creative ways the department engaged community partners to continue quality learning opportunities for students while assisting community partners with the unrelenting shifts in operations. Three innovative service-learning and community engagement practices will be addressed, including a) Partnering with the California Office of Emergency Services (CalOES) to create and provide the statewide Social Bridging Project for older adults throughout California; b) Expanding the relationship with Sacramento State's Renaissance Society, a lifelong learning and community engagement program for older adults; and c) Partnering with a community-based Cardio-vascular Wellness Program to keep older adults active and engaged while remaining at home. The poster will review the pivot to virtual service learning and share how this shift enhanced student learning and community service. This will include expanding the use of technology and capitalizing on innovative methods to reach out and provide service to older adults, the local community, and the state of California.

LOOKING FOR A BRIGHT SIDE: TALES FROM A RECREATIONAL THERAPY VIRTUAL SERVICE-LEARNING PROJECT DURING A PANDEMIC

Jennifer Taylor,¹ and Alyssa Doughty,², 1. *University of Wisconsin-La Crosse, La Crosse, Wisconsin, United States*, 2. *University Wisconsin La Crosse, La Crosse, Wisconsin, United States*

The everchanging policies and inability to utilize university students due to COVID-19 impacted both residents living in long-term care as well as the next generation of students pursuing careers in the field. University Wisconsin-La Crosse (UWL) faculty strategized solutions as restrictions threatened to impact hands-on opportunities for students. Was

there a safe and effective solution to offer residents evidence-based programming while also providing students with vital field experience? Simply stated, the answer was yes. Thus, the UWL Happiness Project was born. This session will outline the UWL Happiness Project, a ten-week, telehealth program implemented between a skilled nursing facility in rural Wisconsin and the UWL Therapeutic Recreation Program, an AGHE Program of Merit for Health Professions designated program. The evidence-based curriculum was developed by an emerging UWL graduate student scholar with faculty mentorship. The innovative curriculum focuses on increasing feelings of happiness using PERMA, a theoretical model grounded in positive psychology. During virtual sessions, older adult residents (ages 65-85) and students built connection while working through weekly focus areas (e.g. vitality, mindfulness, friendship). An overview of AGHE competencies addressed within the project, online course demonstration, and assignment development will be discussed along with information about how these connections fostered an opportunity for students to see aging from a different perspective. This is the first time we are presenting results from the newly developed program. In this, we look forward to sharing student measurements and outcomes, as well as lessons learned during this meaningful, stimulating, and insightful educational session.

TRANSFORMING VIRTUAL TEAM-BASED LEARNING FOR RURAL HEALTHCARE STAFF: WHAT THE PANDEMIC TAUGHT US

Eve Gottesman,¹ Helen Fernandez,² and Judith Howe,³, 1. *US Department of Veterans Affairs, Bronx, New York, United States*, 2. *Icahn School of Medicine at Mount Sinai, New York, New York, United States*, 3. *James J. Peters VA Medical Center, Bronx, New York, United States*

During COVID-19, many training programs pivoted to virtual formats. For the Rural Interdisciplinary Team Training (RITT) Program, funded by the Veterans Health Administration as part of the Geriatric Scholars Program, there were unique challenges. Given a history of successful accredited in-person, team-based workshops for staff at rural and remote clinics, program developers needed to quickly devise a plan for an effective virtual training for team members working separately from each other. Without the ability to provide in-person education and training, rapid pivoting to virtual modalities was essential for ongoing education of those providing care for older adults. Using a web-based platform, team members and expert trainer facilitation, participants engaged in lively discussions and reflection using the chat feature. RITT adapted the curriculum to better meet the needs of busy healthcare providers working during the pandemic, including increased discussion of how COVID affects older Veterans. Three virtual RITT workshops were held between March 2020 and February 2021 with 64 participants from 12 rural clinics and medical centers. Over 90% of participants agreed or strongly agreed that they were satisfied with the virtual workshop, comparable to those participating in the in-person workshop in earlier years. Similar to others, we have found that the ability to flex a curriculum has benefits to both learners and educators and increases the reach of educational opportunities in gerontology and geriatrics. Particularly in rural areas where travel may be challenging, a