

eligible to take courses at no or little cost at public state colleges. Due to the expected increase in Georgia's aging population, access to a free university education, and the large number of currently enrolled 62+ students at Georgia State University (GSU), it is crucial that GSU become an Age-Friendly University. During Fall 2019, a survey was distributed to 1046 students aged 50 years plus; 411 completed the survey (39% response rate). This presentation describes the process involved in designing and distributing the survey. Unique aspects of the survey's development include the cross-generational and interdisciplinary contributions of the student, faculty, affiliates, and staff from GSU's Gerontology Institute. The goal was to learn more about GSU students 50 years and older by assessing their motivation for attending school, challenges on campus, perceptions of how the university is currently addressing their needs, factors/resources that have helped/are helping them to adjust to school, and the extent to which they experience age discrimination on campus. The long-term goal of the survey is to use this information to direct GSU in becoming an Age-Friendly University.

NOW WHAT? MAINTAINING MOMENTUM AFTER ACHIEVING DESIGNATION AS AN AGE-FRIENDLY UNIVERSITY

Diane Martin,¹ Nicole Brandt,² Denise Orwig,³ Barbara Resnick,⁴ Daniel Mansour,⁵ Elizabeth Galik,⁶ John Schumacher,⁷ and Meredith Upton,³ 1. *Geriatrics & Gerontology Education and Research Program, University of Maryland, Baltimore, Baltimore, Maryland, United States*, 2. *University of Maryland School of Pharmacy, University of Maryland School of Pharmacy, Maryland, United States*, 3. *University of Maryland, Baltimore, Baltimore, Maryland, United States*, 4. *University of Maryland, Baltimore, Maryland, United States*, 5. *University of Maryland School of Pharmacy, Baltimore, Maryland, United States*, 6. *University of Maryland School of Nursing, Baltimore, Maryland, United States*, 7. *University of Maryland, Baltimore County, Baltimore, Maryland, United States*

The Age-Friendly University (AFU) designation in higher education recognizes the institution's commitment to a culture of age-inclusivity across programs and policies. While AFU institutions are embracing the demographic shifts in higher education and society at-large, effectively responding to the needs and desires of an increasingly older population requires ongoing acceptance and support from campus leaders to maintain momentum and stay relevant within a dynamic field. This session will describe the intentional and systematic approach utilized by an AFU steering committee to build interest in and develop meaningful collaborations in multiple domains across campus, including at the level of the president. Our initiatives focus on five themes that align with the 10 age-friendly university principles: support for workforce development, broadening community engagement, expanding engagement in aging research and dissemination, addressing barriers related to aging and our physical environment, and facilitating age-friendly efforts across our state. We will present our experiences in expanding awareness of and support for the AFU movement on our campus and share a model for institutions seeking ideas for sustainability of their own initiatives.

SIMULATING TREATING IN PLACE IN LONG-TERM CARE: INTERPROFESSIONAL TEAM CARE VIDEO CASE FOR NURSE PRACTITIONERS

Laurie Kennedy-Malone, *UNCG School of Nursing, Greensboro, North Carolina, United States*

As a means of enhancing clinical simulation opportunities for adult-gerontology nurse practitioner students, a series of video simulations were created for use for nurse practitioner education. With funding through the Health Resources and Service Administration (HRSA) Advanced Nursing Education Workforce grant and partnering with nurse practitioner clinical educators from Optum Health Care, a video simulation focused on the concept of treating an older veteran within a long-term care facility rather than transferring to the acute care setting was developed. The case *Treating in Place: Nurse Practitioner-Led Team Management of a Long-Term Care Patient Video* involved a nurse practitioner collaborating with a physician, a registered nurse, a social worker, and a family member. The interactive simulation video was developed using the eLearning authoring tool H5P to create learning experiences for students that can be used either in face-to-face classroom experiences or embedded in learning management systems. H5P is a web-based authoring tool that helps faculty build interactive course content. H5P activities provide instant feedback to students, allowing them to self-assess their understanding of the dynamic video simulation case. A faculty handbook that describes the case scenario with the interactive questions and suggested discussion questions is available. The adult-gerontology primary care nurse practitioner competencies addressed for this case are identified in the faculty handbook. These videos have been widely disseminated and are being included in nurse practitioner curriculum across the country. A QR code with access to direct viewing of the video will be included in the presentation.

STARTS AND STOPS: STRATEGIZING AN AGE-FRIENDLY UNIVERSITY COMMITMENT DURING A PANDEMIC

Paige Ebner,¹ Kenneth Ferraro,¹ Brian Pastor,² and Wendy Rogers,² 1. *Purdue University, West Lafayette, Indiana, United States*, 2. *University of Illinois Urbana-Champaign, Champaign, Illinois, United States*

The Global Network of Age-Friendly Universities seeks to enhance age-inclusivity and engagement in higher education, but delivering age-friendly programming became very challenging during the COVID-19 pandemic. We examine how two land-grant universities adapted to the pandemic and draw some lessons from those experiences that may be useful for other universities seeking to implement or resume the AFU programming. The two main responses were to either pause many of the age-friendly initiatives at the university or adapt to virtual or online delivery platforms. To ensure the health and safety of older adults, colleges and universities paused many age-friendly initiatives such as intergenerational service-learning, technological assistance to older adults, and influenza vaccinations. Other programs continued but in a modified delivery format. Examples include: converting a face-to-face balance-training program to telehealth delivery; transitioning visitation programs to pen pal communication; and replacing face-to-face workshops offered by Extension