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 EXCELING: ADAPTATION OF GERONTOLOGY SERVICE LEARNING DURING THE COVID-19 PANDEMIC
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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
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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
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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