became evident that LTSS settings, schools, and communities were going to be adversely impacted by the COVID-19 pandemic for the unforeseeable future, our GWEP quickly pivoted to address new challenges and initiate technology to continue our programs. In this symposium, we describe four programs implemented or revised during the COVID-19 pandemic. We utilized CARES (Coronavirus Aid, Relief and Economic Security) funding to develop a 3-part Project ECHO on utilizing telehealth in LTSS settings. We pivoted quarterly Fireside Chats – community-based educational programs held at partnering LTSS settings for older adults and caregivers – to bi-weekly and now monthly webinars addressing topics relevant to COVID-19 and combating social isolation. Because students could no longer attend an in-person IPE course introducing them to long-term care, we revised the course to be online with a partnering nursing home participating in an interactive mock care conference. Finally, a 2-semester undergraduate Honors College project-based course introducing students to successful aging utilized virtual activities to expose students to the challenges of hospice care during a pandemic. With these adaptations, as well as activities that advocated for, and supported, LTSS settings and older adults, our GWEP program was able to continue to provide education and support to the setting and individuals most impacted by COVID-19.

VIRTUAL TRANSITIONS AND OPPORTUNITIES IN LTSS EDUCATION POST-PANDEMIC
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The Utah Geriatric Education Consortium Learning Community transitioned to the Age-Friendly Long-Term Services and Support (LTSS) ECHO with support from Comagine Health, our local QIN-QIO. ECHO sessions utilize case-based learning and mentorship to help community providers gain the expertise required to provide needed care and/or services to older adults. Since March 2020, and in response to the needs of our partners, four ECHO sessions (average of 47 attendees per session) have focused on COVID-19 training including COVID-19 briefings, infection prevention, positive thinking and coping with stress. With our partners, we also co-created a 3-part LTSS telehealth ECHO series to illustrate how telehealth can address the unique challenges of COVID-19. We will discuss 1) how we met the educational needs of our partners during a health crisis 2) the process we took to develop the LTSS telehealth ECHO series, and 3) opportunities for continued virtual education application.

PIVOTING COMMUNITY-BASED EDUCATIONAL PROGRAMMING FOR FORMAL AND INFORMAL CAREGIVERS DURING COVID-19
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The Utah Geriatric Education Consortium provides community-based education about Age-Friendly Health Care and Dementia-Friendly Communities targeted towards informal and professional caregivers. As such, we have collaborated with our community partners to host a series of “Fireside Chats”. Since March of 2020, we have hosted 17 Fireside Chats. Our attendance has exceeded our expectations, with over 500 attendees (average of 32 attendees per session). The professional attendees come from a variety of interdisciplinary backgrounds including nursing, medicine, public health, allied health, aging services, and health and long-term care administration. Our non-professional attendees include family caregivers, students, and older adults in the community. This session will address: a) the logistical steps we took (and lessons learned) as we “pivoted” our Fireside Chats into a virtual video-conference format, b) how we redesigned the curriculum to address topics related to COVID-19, and c) will review our evaluation feedback.

ADAPTING A PROJECT-BASED AGING LABORATORY DURING A PANDEMIC
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Aging Well in Utah is a competitive 2-semester project-based Honor’s College Praxis Laboratory for 9 students from different degree programs dedicated to deepening understanding of the aging process through a broad gerontological lens. This session will address how the course was adapted during the COVID-19 pandemic, including: 1) scheduling virtual class times with guest lecturers; 2) conducting older adult interviews via Zoom to provide students experience in communicating “what matters most”, one of the 4Ms of Age Friendly HealthCare; 3) adapting a student-designed medical narrative project highlighting stories of transition and healing through the dying process for previously unsheltered residents of a hospice program to focus on the lived experience of hospice patients during COVID-19; and 4) utilizing virtual technology to interview hospice patients, family members and hospice staff. In spite of challenges, student evaluations were above average and reported increased interest in incorporating age-friendly concepts into future careers.

IPE IN LTC IMMERSION EXPERIENCE: CREATING A BRIDGE TO CAREERS IN LONG-TERM CARE
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The Utah Geriatric Education Consortium seeks to enhance healthcare provider workforce capacity. The purpose of our interprofessional education (IPE) in Long Term Care