intergenerational connections and technology to foster social connection for hospitalized older adults. Gautam and Melillo (UMass Lowell) discuss how a campus partnership with the Learning in Retirement Association (LIRA) adapted efforts around healthy aging.

SCHOLARS FOR LIFE! BUILDING FACULTY AND COMMUNITY CONNECTIONS ON AN AGE-FRIENDLY UNIVERSITY CAMPUS
Carrie Andreoletti,1 and Andrea June,2 1. Central Connecticut State University, New Britain, Connecticut, United States, 2. Central Connecticut State University, Central Connecticut State University, Connecticut, United States

Central Connecticut State University’s Scholars for Life! supports the engagement of older learners in the community through faculty guest lectures. During the COVID-19 pandemic, participation in the virtual format frequently swelled to over 100 attendees, which is five times the number participating pre-pandemic. Moreover, faculty engagement increased. This presentation will share results of a study that used an Age-Friendly University (AFU) lens to explore this expanded connection to community members with the intention to build on its successful faculty-community engagement. 132 participants responded to the survey (M age = 69), mostly identifying as local retired alumni and community members. Participants reported high satisfaction with the lectures, connection to the university, interest in joining future travel abroad experiences, and utilizing campus resources when safe. Indeed, 84% are now aware of CCSU’s AFU status and 61% expressed interest in the 62+ course tuition waiver. Implications and future directions will be addressed.

TAKING AGE-FRIENDLY CAMPUS EFFORTS TO NEW PEAKS
Pamela Elfenbein, University of North Georgia, Gainesville, Georgia, United States

The University of North Georgia’s Personal Enrichment, Action, Knowledge Series (PEAKS) was developed as a monthly series of engaging and seasonally appropriate presentations and activities designed to expressly meet the needs of the region’s large and quickly growing older adult population during the Covid-19 pandemic and resultant isolation. The PEAKS programs are available virtually to allow for broad participation throughout the 30 county UNG service region. While we developed PEAKS to specifically reach-out to older adults in our region, we have found that our audience is actually multi-generational, actively engaging with our speakers and one another. AFU underpinnings for PEAKS include Principle #8 - To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities; and #9 - To engage actively with the university’s own retired community.

SUPPORTING EDUCATIONAL NEEDS OF OLDER ADULT LEARNERS: STRATEGIES FOR VIRTUAL TRANSITIONING AND STUDENT ENGAGEMENT
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The pandemic has revealed a multitude of challenges disproportionately impacting older adults, including older adult learners. Institutions of higher education are uniquely positioned to respond to various challenges using the guiding framework of the Age-Friendly University global initiative. This presentation highlights how preexisting university student support practices and services were adapted to provide older adult learners with guidance for navigating their educational needs during the pandemic. Specifically, it expands on strategies utilized by Adult Learner Programs and Services to effectively pivot to virtual services to support the advising and programming needs of older adult learners. Survey data identifying areas of interest for virtual programming for older adult students will be explored. Recommendations will be discussed for promoting effective transitioning to virtual support systems, preserving student engagement and intergenerational learning, and advocating for aging to remain central to university diversity and inclusion initiatives.

AN AGE- FRIENDLY CAMPUS PARTNERSHIP FOR HOSPITALIZED OLDER ADULTS IN THE COVID ERA AND BEYOND
Heavner Mojdeh,1 Marjorie Fass,2 Christina Cafeo,1 Giora Netzer,1 Mangla Gulati,3 Nicole Brandt,4 Barbara Resnick,2 and Raya Kheirbek,2 1. University of Maryland, Baltimore, Maryland, United States, 2. University of Maryland School of Nursing, Baltimore, Maryland, United States, 3. University of Maryland Medical Center, Baltimore, Maryland, United States, 4. University of Maryland School of Pharmacy, University of Maryland School of Pharmacy, Maryland, United States, 5. University of Maryland School of Nursing, Baltimore, Maryland, United States, 6. University of Maryland School of Medicine, University of Maryland School of Medicine, Maryland, United States

As hospitals isolate COVID-19 patients to prevent the spread of this highly contagious disease, patients and family are separated during times of critical illness. For many older adults inflicted with coronavirus it is not the fear of dying that matters the most, it is the fear of dying alone. Utilizing the 4Ms approach, University of Maryland, Baltimore (UMB) and University of Maryland Medical Center (UMMC) responded with several initiatives including intergenerational programs designed to shape and inform the development of future healthcare clinicians in addressing what matters the most to patients and leveraging technology to connect them with families, provide mobility opportunities, monitor medications, and reduce errors.

A STEP BACKWARD AND FORWARD IN AN AGE-FRIENDLY UNIVERSITY INITIATIVE: ADAPTING A CAMPUS LEARNING PARTNERSHIP
Karen Devereaux Melillo, Carol McDonough, and Ramraj Gautam, UMass Lowell, Lowell, Massachusetts, United States

The 5-campus UMass system received designation as an Age-Friendly University (AFU) in 2019. AFU Principle 1 highlights the importance of involving older adults in University activities. UMass Lowell’s Center for Gerontology Research and Partnerships collaborated with the Learning in Retirement
Association (LIRA) in Spring 2020 to offer aging-related courses around healthy aging. However, due to COVID-19, these were canceled and are re-scheduled for Spring 2021 via Zoom. The paper will describe the process of selecting course offerings with LIRA and the subsequent cancellation/rescheduling process and adaptation needed. A course will focus on AFU initiative and the opportunities and challenges at UMass Lowell. Likewise, the other course will offer a session on technology and aging where age-based digital divide and strategies for reducing it will be discussed. This paper will reflect on how the collaboration with LIRA and course selection process relates to the AFU principles 1, 5 and 9.

Session 3505 (Symposium)

COVID-19: HOW IT SHAPED NURSING HOME CARE AND ELDER JUSTICE
Chair: Brian Lindberg
This session will provide updates on how the pandemic led to horrific situations in long-term care facilities and how the pandemic influenced major federal efforts to address elder abuse, neglect, and exploitation.

THE ELDER JUSTICE ACT AND THE PANDEMIC
Robert Blancato, Elder Justice Coalition, Washington, District of Columbia, United States
This session will provide updates on how the pandemic led to horrific situations in long-term care facilities and how the pandemic influenced major federal efforts to address elder abuse, neglect, and exploitation.

THE PANDEMIC AND NURSING HOME CARE
Lori Smetanka, The National Consumer Voice for Quality Long-Term Care, Washington, District of Columbia, United States
This session will provide updates on how the pandemic led to horrific situations in long-term care facilities and how the pandemic influenced major federal efforts to address elder abuse, neglect, and exploitation.

PANDEMIC LESSONS FROM A LONG-TERM CARE OMBUDSMAN
Mairead Painter, Long-Term Care Ombudsman Program, Hartford, Connecticut, United States
This session will provide updates on how the pandemic led to horrific situations in long-term care facilities and how the pandemic influenced major federal efforts to address elder abuse, neglect, and exploitation.

Session 3510 (Symposium)

DOING AGING RESEARCH TOGETHER: INNOVATIVE PERSPECTIVES ON PARTICIPATORY APPROACHES
Chair: Anna Wanka Co-Chair: Anna Urbaniak
The symposium aims to take a closer look at what it means to involve older participants in ageing research - beyond the role of research subjects. By discussing projects that deploy different participatory approaches we investigate the manifold ways in which older adults can become co-creators of the research process. We do so comparing such approaches in different domains, with different outcomes and in different stages of the research process. Consequently, this symposium (1) looks at the research process through the lens of benefits and challenges resulting from involving older adults as co-creators; (2) showcases projects across different domains and different jurisdictions that applied participatory approach in ageing research to discuss benefits and challenges, and (3) advances scientific insights into participatory approaches involving older adults. After an introductory contribution outlining theories, concepts and developments of participatory approaches in ageing research, we present insights from three empirical studies in different cultural and thematic settings. In our first presentation, Anna Wanka and Anna Urbaniak open the symposium by presenting an overview of participatory approaches that involve older adults. In the first empirical presentation, Julia Nolte and Hamid Turker discuss the process of involving older adults in data analysis and therefore present data from the US. In the third presentation, Lillian Hunn highlights how the recent COVID-19 pandemic impacted patient involvement in research in Canada. Finally, Anna Urbaniak discusses the process of planning participatory research with hard to reach population among older adults in Austria, namely those who are socially excluded.

OLDER ADULTS AS CO-CREATORS IN THE RESEARCH PROCESS: AN OVERVIEW OF CONCEPTS, METHODS, AND APPROACHES
Anna Wanka, Goethe University Frankfurt, Frankfurt, Hessen, Germany
Participatory approaches have a long-standing tradition in the social sciences and approaches have diversified across multiple research domains. Also in ageing, there is a growing interest in involving older adults, particularly in fields like gerontechnology development, environmental gerontology or patient involvement. In this contribution, ask what participatory approaches and co-creation means in the context of ageing research. What are the benefits and challenges of involving older adults in different research domains, stages of the research process and deploying various participatory methods and approaches? To approach this question, we present preliminary results of a comprehensive scoping review of the literature and provide examples of how older adults can be involved in developing research questions together with researchers, collecting and analysing the data, as well as validating and disseminating study results.

DESIGNING PARTICIPATORY AGING RESEARCH ON EXCLUSION FROM SOCIAL RELATIONS: A CITIZEN SCIENCE PROJECT
Anna Urbaniak, University of Vienna, Wien, Wien, Austria
Many policies and initiatives aim at enhancing the social participation of older adults. Despite this growing interest in increasing social inclusion and combating social exclusion in older age, the voices of socially-excluded older adults and their experiences remain underrepresented in research. Based on data from the Austrian research project “Socially Excluded Older Adults: Voices and Experiences” (SEVEN), I reflect on what it means to co-create research with the hard-to-reach populations of socially excluded older adults. Data discussed is derived By inviting this group to participate in each stage of the research, the project develops an innovative approach.