drinking, mental and health conditions and medication use); between sleep duration and global cognition before (F=5.38; Prob>F=0.0003) and a trend after controlling for covariates (F=2.20; Prob>F=0.0669). In longitudinal associations, sleep duration (time2) was significantly associated with global condition at time3 (F=2.42; Prob>F=0.0475) after controlling for time2 global cognition. In conclusion, we found hours of sleep and insomnia symptoms significantly associated with various cognitive factors. A public health focus on sleep hygiene may improve cognitive health outcomes in older Puerto Rican adults.

IMMIGRATION-RELATED TRAUMA ASSOCIATED WITH METABOLIC RISK AND COGNITION IN HISPANIC AND LATINO IMMIGRANT POPULATIONS
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Recent immigrant and undocumented Hispanic/Latino adults in the United States (U.S.) are an underserved segment of the aging population. In this cross-sectional pilot study, we examined associations between self-reported stressors metabolic syndrome, emotional reactivity, and cognitive functioning in a heterogenous sample (N=80) of Hispanic/Latino adults (43.8% Central America; 43.8% South America; 7.5% Caribbean; mean years in the U.S.=18.1, SD=12.8). Participants (Meducation=10.2 years, SD=5.34; Mage=48.6 years, SD=12.3) underwent blood draw, anthropometrics and NIH-toolbox cognitive and behavioral measures. Linear regressions indicated that, elevated glucose was inversely associated with working memory (r=−.30), whereas higher HDL and controlled glucose were associated with better episodic memory (r=.27) and executive functioning (r=.32). Results further revealed associations between immigration-related trauma and elevated posttraumatic stress symptomatology. Implications for mental health and early detection of modifiable risk factors to promote healthy aging in vulnerable Hispanic/Latino immigrant populations are discussed.

PSYCHOSOCIAL STRESS PROFILES AND COGNITIVE FUNCTION IN A RACIALLY AND ETHNICALLY DIVERSE SAMPLE OF ADULTS
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We developed comprehensive multi-domain profiles of psychosocial stress in urban-dwelling, racially and ethnically diverse adults (age range: 25-65; N=256; 63% Non-Hispanic Black; 25% Hispanic; 9% Non-Hispanic White) and evaluated associations with cognitive function. Participants completed psychosocial stress measures tapping into ten domains and tasks of processing speed, working memory, and episodic memory. Latent profile analyses controlling for age yielded four-profiles: high neighborhood stress, moderate versus high work stress and daily discrimination, and high health and relationship stress. Profiles significantly differed in income, age, and employment status. The profile with moderate work stress and daily discrimination and the profile with high neighborhood stress each had significantly lower working memory than the other profiles. The finding of lower working memory among individuals in the moderate work stress and daily discrimination profile was not due to sociodemographic variables. Results highlight the potentially cumulative influence of different contextual stressors on cognition.

Session 1300 (Paper)
TEACHING AND LEARNING DURING THE COVID-19 PANDEMIC
GENERATING COMMUNITY ENGAGED LEARNING IN GERONTOLOGY COURSES DURING THE COVID-19 PANDEMIC
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This presentation describes the core traits of a community-engaged learning (CEL) course, how one gerontology program incorporated a theoretical framework to continue to provide students opportunities during the COVID-19 pandemic, and how generalizable this is across gerontology programs. Caregiving and Aging Families, a gerontology course enrolling both undergraduate and graduate students, champions community-engaged learning in two critical ways: students attend caregiver support groups in the community, and students form a partnership with a caregiver mentor in the community. This partnership allows students an intimate look at the caregiver’s role and burden while enlisting the student to prepare a service care plan and compendium of resources for the caregiver. Ensuring the safety of older adults during the COVID-19 pandemic placed restrictive parameters on these experiences. While students typically attend support groups and identify and partner with a caregiver mentor in person, this needed modification during the pandemic. This was created through the application of Baltes’ Theory of Selection, Optimization, and Compensation (SOC model), aided by a CEL teaching assistant, funded through the campus Community Service Center. This allowed for identifying, coordinating, and communicating with community partners throughout the semester and provided ongoing communication, technical assistance, and problem-solving for both partners and students. Caregiver groups with a robust online, synchronous presence were identified and approached. The gerontology program communities of