Session 1295 (Symposium)

STRESS, COGNITION, AND MINORITY HEALTH
Chair: Toni Antonucci
Co-Chair: Laura Zahodne
Discussant: Melissa Gerald

This symposium examines the many factors influencing cognition and health among ethnically and racially diverse groups. Kindratt et al. use representative, national data to examine cognitive limitations and diabetes among foreign born Non-Hispanic Whites, Blacks, Hispanics, Asians and Arab Americans. Results indicate that prevalence of cognitive limitations was highest among non-Hispanic Whites and Arab-Americans, lowest among Blacks and Asians. Diminich et al. investigate the association of stressors and metabolic risk factors with cognitive/emotional functioning in a population of Hispanic/Latina(o) immigrants. They find a link between components of metabolic syndrome that are associated with domain specific deficits in cognition. These impairments are linked to posttraumatic stress, immigration related trauma and emotional health and wellbeing. Arevalo et al. examine cross-sectional and prospective associations of sleep duration and insomnia symptoms with measures of cognitive functioning among older Latinos from Puerto Rican ancestry with a longitudinal sample of older adults from the Boston Puerto Rican Health Study. Findings indicate that hours of sleep and insomnia symptoms are significantly associated with a number of global and specific cognitive factors. Finally, Munoz and colleagues, using a regional racially and ethnically diverse sample of people living in a large northeastern city, identified four stress profiles. These profiles (which focus on different types of stress) were differentially associated with working memory performance. In sum, these four papers document the experiences of stress and their association with cognitive functioning in diverse minority groups each of whom are disproportionately at risk for ADRD/RD. Gerald, from NIA, will serve as discussant.

DISPARITIES IN COGNITION AMONG U.S. AND FOREIGN-BORN MINORITY POPULATIONS WITH AND WITHOUT DIABETES
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Adults with cognitive limitations and diabetes may be less able to adhere to treatment recommendations. Our aims were to: 1) estimate and compare the prevalence of cognitive limitations and diabetes among foreign-born non-Hispanic whites, blacks, Hispanics, Asians, and Arab Americans to US-born non-Hispanic whites; and 2) examine associations after controlling for covariates. We linked 2002-2016 National Health Interview Survey and 2003-2017 Medical Expenditure Panel Survey data (ages >=45 years, n=122,898). The prevalence of cognitive limitations was highest among foreign-born non-Hispanic whites (9.71%) and Arab Americans (9.40%) and lowest among foreign-born blacks

(5.19%). Foreign-born non-Hispanic whites had higher odds (OR=1.36; 95% CI=1.05-1.49) of cognitive limitations than their US-born counterparts. Foreign-born Hispanics with diabetes had greater odds of cognitive limitations (OR=1.91; 95% CI=1.63, 2.24) compared to US-born non-Hispanic whites. Additional findings will be discussed focused on stressors that may contribute to cognition disparities using the immigrant health paradox framework.

SLEEP AND COGNITION: RESULTS FROM A LONGITUDINAL COHORT OF OLDER PUERTO RICAN ADULTS
Sandra Arevalo, *California State University, Torrance California, United States*

We examined cross-sectional and prospective associations of sleep duration and insomnia symptoms with measures of cognitive function among older adults aged 45-75 y from the Boston Puerto Rican Health Study, a longitudinal cohort of 1500 participants of Puerto Rican ancestry. We found, statistically significant cross-sectional associations of sleep duration (hours) and an executive function domain before (F=6.20; Prob>F=0.0001) and after (F=2.33; Prob>F=0.05) controlling for covariates (age, sex, education, smoking, 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
Erica Diminich,[1] Kristine Ajrouch,[2] Toni Antonucci,[3] Sean Clouston,[4] Irving Vega,[5] Laura Zahodne,[3] Noah Webster,[3] and RIchard Gonzalez,[3] *1. Stony Brook University, Stony Brook, New York, United States, 2. University of Michigan, Ypsilnati, Michigan, United States, 3. University of Michigan, Ann Arbor, Michigan, United States, 4. Renaissance School of Medicine, Stony Brook University, Renaissance School of Medicine, Stony Brook University, New York, United States, 5. Michigan State University, Grand Rapids, Michigan, United States*

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

Elizabeth Munoz,[1] Laura Zahodne,[2] RIchard Gonzalez,[2] Noah Webster,[2] Martin Sliwinski,[3] and Stacey Scott,[4] *1. The University of Texas at Austin, The University of Texas at Austin, Texas, United States, 2. University of Michigan, Ann Arbor, Michigan, United States, 3. The Pennsylvania State University, University Park, Pennsylvania, United States, 4. Stony Brook University, Stony Brook, New York, United States*

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

Katarina Felsted, and Samantha Whitehead, *University of Utah, Salt Lake City, Utah, United States*

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 interest disseminated a call for community caregivers with basic technological familiarity. The caregiver mentor-student partnerships were founded and maintained, with additional benefits stemming from a shared pandemic experience.

GENERATION TO GENERATION PROJECT: PAIRING STUDENTS WITH OLDER ADULT MENTORS DURING THE COVID-19 PANDEMIC

Pamela Elfenbein, *University of North Georgia, Gainesville, Georgia, United States*

To meet the needs of older adults isolated in the midst of the COVID-19 pandemic, we began pairing Human Services and Gerontology students with community dwelling adults 55 years of age and older, recruited through senior centers and other organizations serving older adults.

Students paired with isolated older adults were tasked with building supportive relationships, assuring that basic needs were being met and that all available community resources were in place, and then documenting their mentor's life stories with an emphasis on the resilience, strength and wisdom of their older adult mentors (to focus and build on their strengths, the older adults we engage with are referred to as our "mentors"). Oral histories and supporting artifacts are archived in the university's library permanent repository.

The oral histories portray unique perspectives into life, strength, and resilience during the COVID-19 pandemic and quarantine. The older adult mentors participating in the Generation to Generation project reported feeling strengthened and connected through their participation in the Generation to Generation project.

To determine if social Isolation and loneliness can be ameliorated through participation in the Generation to Generation oral history project, researchers utilized the UCLA Loneliness Scale in pre- and post- participation interviews; findings will be shared.

HIGH DEATH ANXIETY AND AMBIGUOUS LOSS: LESSONS LEARNED FROM TEACHING THROUGH THE COVID-19 PANDEMIC

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