One of my opportunities as a member of the APA Committee on Aging was to chair a task force on multicultural competency in geropsychology (see link below for the full report http://www.apa.org/pi/aging/programs/pipeline/multicultural-competency.pdf). The first thing that we noted in our key issues section was that age (ageism) needs to be recognized as a diversity issue. Some years ago I came across a quote by a former U.N. diplomat (Bernard Baruch) who at age 84 proudly stated “Old age is always 15 years older than I am!”. Our Division 20’s own Dr. Becca Levy has now demonstrated how prophetic these words were — if people perceive themselves through age stereotypes, they have worse health and well being outcomes. Old age is viewed as a time of rigidity, frailty, disease, hopelessness. My column in this issue is devoted to the importance of all of us doing our part to fight ageism and actively dispel stereotypes of aging.

In 2010, one of our most distinguished division members, Dr. Norman Abeles, will receive the APA Public Interest Award. Dr. Abeles made aging his number one priority in the latter 1990s during his APA Presidency. As a result of his efforts, CONA was born and is now thriving. Dr. Abeles saw an organization that was increasingly made up of older members, and he saw that APA was not keeping up with the increasing needs of a rapidly aging society. Aging would still not have its place within APA governance if it were not for the commitment and perseverance of Dr. Abeles. In my mind, a good deal of what he was fighting, and what still must be fought within APA, is ageism.

I noted that this summer’s rancorous debates about health care and death panels were filled with ageism. When sports announcing legend Ernie Harwell (age 92) announced that he would not seek treatment for his terminal cancer, I wrote an Op-Ed (which was published) for the Detroit Free Press in which I argued that most of the “death panel” rhetoric conjured images of “government doctors snuffing out granny”. In contrast, Ernie Harwell spoke with his doctors about his condition and decided on a plan that would give him the highest quality of life. I was reminded that one of our great Division members, Dr. Powell Lawton, made the same choice. Powell’s story and Ernie’s are the ones that help to diminish ageism — death is real for us all, and choosing how to live until we die is nothing to shy away from.

I have always been taught about aging from within my family — first my grandparents, great aunts and uncles and now my parents. I spent a lot of time with my grandmother when she was in her late 80s living in Fort Wayne, Indiana, when I was in graduate school at Purdue. She was a marvel — such a spirited, active, loving person who became a true friend to me and to my new bride. She lived in an apartment with many other widowed friends of hers. They took turns teaching me about...
Adult Development & Aging News is co-edited by Jennifer Margrett (Iowa State University) and Grace Caskie (Lehigh University).

Deadlines for submissions are: September 1 February 15 June 1

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Address Changes: Address changes must be made through the APA office: Phone: (800) 374-2721; e-mail: membership@apa.org Your Newsletter editors must use the addresses that APA provides.

President's Message, continued from p. 1

They were frightened though about disability and acted as though dementia was contagious (avoiding those topics as well as people with those conditions). In contrast, my parents live at a Kendal community outside of Philadelphia. I am there often and am always impressed by the openness of the residents — to embrace those with disability and/or dementia and to recognize that all of us will need support. One very interesting twist from the Kendal communities; it turns out that the actuaries who worked with older adult living communities were wrong — they did not expect the community to extend life and quality of life for its residents. Precisely because they are a community in every sense, though, lives are extended for those who move into a place like Kendal.

Participation and active roles in the community, even for those with disability and dementia, increase the quality of life for all.

I always wanted to work with older adults. Ageism does not make this easier. My first two clinical-research positions were located in award winning programs that closed — finances. It simply cost too much to treat older adults in the models of the 1980s and early 1990s. Today, ageism is seen for me at the state level. Despite a decade of being a dollar generator and achieving all kinds of gains for the public, the Michigan Dementia Coalition program was de-funded while diabetes, children’s issues, etc. received very modest cuts.

Each of us can make a huge contribution to the community of older adults we work with through research and/or clinical practice. One way to contribute is to become more active in Division 20. Help make APA even more respectful to older adults and more responsive to their needs. Community engagement, aimed at promoting aging successfully, can engage older adults and help dispel the myths of aging. The contributions of older adults across the board to our communities are immense — even if a person’s condition enables them only to be a recipient of services they provide in immeasurable amounts. We know that the giver always benefits more than the receiver. Give to your community of older adults — some time, a program, a voice over the airwaves, a volunteer.

Upcoming APA Convention Dates and Locations

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<tr>
<th>Year</th>
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<tr>
<td>2010</td>
<td>San Diego, California</td>
<td>August 12-15</td>
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<tr>
<td>2011</td>
<td>Washington, DC</td>
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<td>2012</td>
<td>Orlando, FL</td>
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<tr>
<td>2013</td>
<td>Honolulu, Hawaii</td>
<td>July 31 - August 4</td>
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<td>2014</td>
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We are delighted to share highlights of our Division 20 program at the APA Convention in San Diego this August. Our program includes 8 symposia (one co-sponsored with Division 55) and 2 sessions featuring invited addresses (Baltes Award as well as New Fellows and Springer Early Career Award recipients). In addition, our program includes the Presidential Address (Peter Lichtenberg) and a Division Social Hour (more details about this will be forthcoming).

Our symposium sessions are:

- Social Relationships and Well-being: A Life-Span Perspective (Toni Antonucci, organizer)
- Assessing Sexual Health and Intimate Relationships Among Older Adults (Linda Mona, organizer)
- Wrinkles, Laughter, and Mirth: The Role of Humor in Aging (Susan Whitbourne and Gillian Freeman, organizers)
- Caregiver Family Therapy: A Clinically Derived Family Intervention (Sara Qualls, organizer)
- When It Doesn’t Go as Planned: Surviving Academic Challenges (Rachel Pruchno, organizer)
- Positive Adult Development and Evidence for Adult Developmental Stages (Michael Commons, organizer)
- Cognitive Decline Among Older Adults — Can Something Be Done? (Chandra Mehrotra, organizer)
- Pharmacotherapy Issues in Later Stages of Life (co-sponsored with Division 55, American Society for the Advancement of Pharmacotherapy).

We are looking forward to an exciting Division 20 program at APA!

Deborah A. King, Ph.D. (University of Rochester Medical Center), Jon Rose, Ph.D., (VA Palo Alto Health Care System), and Joseph M. Casciani, Ph.D., (Concept Healthcare, LLC) will conduct a CE workshop on integrated care in aging at the APA Convention in San Diego, CA. The overarching goal of the workshop will be to present interdisciplinary perspectives on recognizing barriers to traditional mental health services (in a government, HMO, or private practice setting) experienced by older adults and learn ideas to overcome them. Regardless of racial background, ethnicity or socioeconomic status, older adults would rather seek mental health treatment from primary care providers than from specialty mental health clinics or providers. Nevertheless, a significant proportion of late-life mental health problems go undetected and untreated in primary care settings. Efforts to improve this situation through enhanced mental health training or screening in primary care have met with only modest success, leading to the direct integration of mental health services into primary care and other settings accessible to older adults. The workshop will outline patient-, provider-, and system-related barriers to care that prevent many who are most in need from accessing traditional mental health services. A basic definition and model of integrated, interdisciplinary care will be provided, along with a brief review of principles of successful interdisciplinary teams. Workshop participants can expect to learn practical skills to establish and maintain a productive role in multidisciplinary healthcare settings.
“There just aren’t enough hours in the day” is a time-honored gripe echoed so universally among graduate students that it’s practically become a mantra or a rallying cry. And it’s no wonder, given the seemingly endless list of responsibilities facing most young academics. Unfortunately, with time at such a premium for graduate students and post-docs in psychology, it is all too easy to neglect other important aspects of our professional development. Among these, membership in professional societies and organizations is a frequently overlooked and undervalued avenue to early career enrichment. Many students join an organization like the APA Graduate Student group APAGS, but don’t benefit much from membership, apart from conference-related perks.

However, as students become increasingly specialized in their training, being an APA student affiliate alone may not provide the same level of benefit or access to resources as student membership in one of the APA divisions. Because Division 20 draws from a diverse population of clinicians and researchers working on issues in aging and adult development, student membership in Division 20 presents numerous unique opportunities for mentoring, cross-disciplinary relationships, and collaborations. The diverse membership of Division 20 provides a rich network of expertise, and many researchers appreciate the interest in their work shown by students and junior investigators. Unfortunately, many students are hesitant to contact unknown faculty, unaware that even busy researchers will take the time to return an email or to answer a question by an unfamiliar student. Although figuring things out on one’s own can be an excellent way to learn new material and processes, it can be just as easy to get mired in the details and lose sight of the bigger picture.

Simply by virtue of membership, graduate students in Division 20 already share a common ground with those experts in the field of aging from whom they can seek guidance. Of course, it can feel intimidating contacting a researcher at another university for help, and many students don’t reach out to prospective mentors out of fear and uncertainty. However, initiating such potentially rewarding communication does not need to be a source of trepidation. With some gracious assistance from senior and junior faculty members of the Division 20 Executive Committee, we’ve assembled a few tips for contacting faculty members and avoiding some common pitfalls:

**Do** remember that a response may not be as fast as desired – you may have to wait a week or two.

**Don’t** get discouraged if someone doesn’t email you back at all – your email probably got lost in the sea of emails that people get nowadays.

**Do** email them back if they never replied and you’ll likely get a quick response on your second try.

**Don’t** bombard them with a barrage of emails – it is entirely counterproductive.

**Do** briefly introduce yourself, but get to the point.

**Don’t** tell them your life/educational history.

**Do** be concise.

**Do** acknowledge you realize the person is busy, and thank them for their time.

**Don’t** assume that they will help you or act entitled – remember, they’re doing you a favor.

**Do** ask to ask – **first** ask if they might help and **then** send the relevant information in a follow up email.

**Don’t** send a long, complicated, detailed email on your first contact seeking help.

**Do** contact members to get their advice about a particular measure or task that you might want to use. Such valuable advice can save you lots of time in designing your studies.

**Don’t** send data out of the blue, asking for help with analysis or interpretation.

**Do** re-connect at a later date – send a short note “Your assistance with my statistical modeling question was really helpful, and I’m defending my dissertation next month. Thanks again.”

**Do** network with APA and Division 20 members – the APA social hour, APA Division 20 social event, and such events offer a great way to get to know people and the programs they represent.

**Don’t** be a sycophant; spending all your time telling them how much you liked their work.

**Do** contact members to organize a symposium for APA or GSA. It is a great way to get to know people in your field and people love to present their work without the headaches of organizing the symposium themselves.

Help us increase student membership in Division 20! We’re asking current Division 20 student affiliates and P.h.D. members to encourage psychology graduate students in the field of aging and adult development to join Division 20. Help encourage and promote the next generation of aging clinicians and scholars in psychology.
Here are the highlights from the February 2010 Council of Representatives Meeting. Please let us know if you have questions, and we would be happy to provide more information.

Also, we would like to share with you some updated information on the Council Apportionment ballot that was taken in November 2009. We did maintain our second Council seat for another year, but we must remain vigilant with our 10 for 20 campaign! This month’s Council meeting reinforced, once again, the value of having 2 votes on Council for Division 20-related issues.

Budget: APA’s budget has improved substantially in the past year, and we will end 2009 with a 6.6 million “safety margin.” This improvement is largely due to success of the revised Publication Manual (which yielded approximately $11 million) and cost-cutting and expenditure reductions on the part of staff. As a side note, the cost of the return/exchange program was $810K. The 2010 budget operating margin will be $899 thousand taking into account the move of the Council meeting and the reinstatement of $60K to the Archives of the History of Psychology.

New website: There is now a new website—www.apa.org. The website has a new look and feel and new navigation features. There is a single sign-in in My APA. There are new online learning for CE courses. Since the relaunch issue, there have been 1.9 million visits and 1300 queries per hour. 23,000 members have logged in, and there has been $150K of ecommerce transaction (not including dues).

Strategic Planning: Council approved the core values statement contained within the new Strategic Plan. Currently, the Board is discussing a process for evaluating APA’s entire governance structures and functions to determine whether we have the best system for meeting APA’s current needs. They will convene members to work with experts in association governance to examine the literature on governance models and make recommendations to the Board and Council.

American Psychological Foundation (APF): This is the philanthropic organization that provides financial support for grants and scholarships. In this past year, APF gave away more than $400,000 in grants. They focus on among other things scholarships and early career grants. Division 20 members should consider applying for these grants because at-risk populations are one substantive focus of the grants.

Location of the APA Council Meeting 2010: Council was scheduled to meet at the Manchester Hyatt. The owner of this hotel, Doug Manchester, has given $125,000 to support the overturn of California’s Proposition 8 (that would have overturned California’s ruling in favor of legal equity for same-sex marriages). APA’s legal counsel determined that APA could not legally be released entirely from its contractual obligation. Consequently, a working group was formed to develop convention programming oriented toward education regarding marriage equity and LGBT issues. Many Divisions have expressed concerns about this decision and have requested that their division meetings not be held at the Hyatt. Regarding the request that Council not have its meeting at the Hyatt, the Board decided after further review to bring the issue to Council. The motion to move the meeting of COR was approved by a large margin.

On a completely unrelated note, the 2010 Convention programming will include a Presidential social event to be held at Balboa Park. Invitations will be extended to a broader audience than usual.

Membership Fees: There was a heated discussion of dual association discounts: the motion to eliminate beginning in 2010 for APS or any organizations that are part of the Federation of Behavioral, Psychological, and Cognitive Sciences (Federation) was defeated. This means that the discount will continue until 2012. There was a similar motion to provide a discount of $15 to members of State, Provincial, and Territorial Associations (SPTA’s). A substitute motion was

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proposed and approved to provide a $25 discount both to those in other science associations and those in SPTA’s.
However, the Membership Board (of which Whitbourne is a member) will be considering the dues issue in-depth in
its March meeting, and we are hopeful that there will be reconsideration of the entire dues structure. More to come
on this later.

Council approved the motion that will maintain the ramp-up of fees for Early Career Psychologists until 2013 after
data are obtained.

Public Education Campaign: The proposal was approved to reauthorize the Public Education campaign up to $1.5
million per year adding $117,200 to the 2010 budget to achieve funding of at least $1M per year for the next 3
years. This was approved with the provisos that Anderson be directed to consult with the EMG and that outcome
assessments be specifically included in the PEC.

Model Licensing Act: APA’s Model Act serves as a prototype for drafting state legislation regulating the practice of
psychology. State legislatures are encouraged to use the language of the Model Act and the policies it espouses
as a basis for their own state licensure laws. Although each state law reflects circumstances, compromises, and
changes particular to that state, the Model Act serves as a guide for those involved in the drafting process. The
current version of the APA Model Act was approved by the APA Council of Representatives in 1987. State licensing
boards must develop their own rules and regulations to supplement the legislation proposed by the model act. The
Association of State and Provincial Psychology Boards (ASPPB) also publishes its own “Model Act of Licensure,”
most recently revised in 2001 and currently undergoing revision. However, there are important differences between
the perspective and mission of APA and that of state licensing. For this reason, it is important that APA continue
to have its own Model Act, even though parts of it are likely to overlap significantly with that of ASPPB. People who
do not have a doctorate and provide services in the school can use the term psychology and psychological but not
“School Psychologist.” They would have a different title as is true in Texas. Only allowed for licensed school
psychologists, those who work in the schools, those with a doctorate. The model licensing law would go into effect
in 5 years. Council approved an amendment that would restrict school psychologists from calling themselves
school psychologists outside of the school setting. Next the I/O division proposed a substitute motion that would
exempt I/O psychologists unless they are providing individual mental health and individual counseling. This was
defeated. Following a lengthy debate, the MLA was passed.

Ethics Code: Council approved the revision of the ethics code to resolve the discrepancy between the language of
the Introduction and Applicability Section of the Ethical Principles of Psychologists and Code of Conduct and the
Ethical Standards 1.02 and 1.03 so that these Standards can never be used to justify, or as a defense for, violating
basic human rights. Thus the phrase was deleted from the ethics code. The following changes to the Ethics Code
were approved:

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority
If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority,
psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code and take
reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics
Code. [If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law,
regulations, or other governing legal authority.] Under no circumstances may this standard be used to justify or
defend violating human rights. (Material in brackets was deleted).

1.03 Conflicts Between Ethics and Organizational Demands
If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict
with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics
Code, and [to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.]
reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights. (material in brackets deleted and underlined material added).

Proposed Change in Advertising Policy
Council approved a change in the advertising of educational programs in APA publications and on the APA website restricting advertising to APA accredited programs in those areas of professional psychology where APA accreditation is currently provided.

Guidelines Development
Council approved a motion to establish a Steering Committee and Guidelines Development Panels to assist in the development of all future guidelines. Importantly, this was the result of joint efforts between the Science and Practice Directorate and the motion passed almost unanimously.

Teaching Tips
Finding one's way: Mentoring notes between a mentor and a mentee
Joseph A. Mikels and Patricia A. Reuter-Lorenz

For this issue’s “teaching tips” column, we address an important facet of teaching for academic psychologists: mentoring. In many ways, mentoring represents one of the most challenging – and potentially rewarding – aspects of teaching. Successful classroom teaching is challenging indeed. However, the ambiguities and nuances of successful mentoring are more vast – thus rendering the topic one for which insight is sparse, elusive and welcome!

To commemorate the APA 2009 Division 20 Mentor Award to Patricia Reuter-Lorenz, we decided to engage in a dialogue with Patti about mentoring. As Joe Mikels, a previous mentee of Patti Reuter-Lorenz, reflects on his experiences, she provides commentary on his observations and questions.

JAM: Three years into my career as an assistant professor, I find mentoring to be one of the most challenging aspects of my profession. Being on the “other side,” I have a new perspective; a seemingly insignificant dismissive comment on my part can be perceived as earth shattering, while a comparable gentle nudge to complete a project can spur notable productivity. As a graduate student under the mentorship of Patti, although I received both positive and negative feedback, I always judged the feedback as accurate and was subsequently motivated appropriately.

Patti, as a mentor, how does one provide the most objective and motivating feedback?

PARL: Joe, I think it is especially helpful for one’s students to know the standards by which their work is evaluated. Moreover, these standards can be put in place in collaboration with the student. So, in the case of a graduate student’s first year project, for example, the mentor and student can decide together that the goal is to generate a publishable piece of science, and to do so within a set amount of time. With this shared and explicit goal in place, the student is now aware of and has agreed to the standards by which progress and the product can be judged. Most likely this goal will need to be modified along the way, but having set it in place collaboratively, the groundwork is there for the student to be a partner in determining the necessary adjustments. As faculty, we are the proximal representatives of the profession’s criteria for success. Of course our ability to judge what will succeed or not is far from perfect, but if we acknowledge “the profession” as the source of our standards for evaluation, then we and our students can recognize that our feedback is informed by greater authority. Is this objective? Well, not entirely of course, and some may argue that “conformity” to the profession’s standards could stifle

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Minutes of APA Division 20 Executive Committee Mid-Year Meeting
November 21, 2009 --- Atlanta, GA
Submitted by Cindy Berg

I. APA CONA (Debbie DiGilio)

APA continues to experience a budget shortfall and as a result most committees are now on a 1 per year meeting schedule. Nominations for CONA come through Divisions 20 and 12, so please nominate folks for CONA. CONA has put forward a CE program, online as well as pre-conference “What psychologists should know about working with older adults.” APA Presidential Task Force on Caregiving is developing the “Family Caregiver Briefcase for Psychologists.” Presidential Citation in 2010 will be given to someone in Caregiving. APA is involved in policy perspective on health care reform, as there are some things in there about geriatric issues. Bad news, CONA put in a proposal for a panel on “Cognitive Decline Can Something Be Done” that wasn’t given programming.

II. Committee Reports

a. Council Rep. (Susan Whitbourne)

At the council meeting, there was some discussion about the values of the APA article in the Washington Post about training in clinical psychology. APS started an initiative to accredit clinical programs that are research focused, treading on APA territory. Sue noted that it is important to nominate individuals for boards and committees. The process of getting people elected is complex. First, you need to be nominated by your division, these nominations come out in December. Sue encouraged the group to think about whether you want to nominate someone or nominate yourself.

b. Fellowship (Susan Whitbourne)

Fellowship deadline is December 1st. The overall nomination letter is very important as well as the self statement. Sue had received materials for one candidate, a couple of other people have talked to her about the fellowship process.

c. Continuing Education Committee (Brian Carpenter and Shevaun Neupert)

Continuing education committee sponsored a meeting in Colorado Springs on integrated health care. At Toronto, the committee sponsored the APA CE course on the memory action program. The attendance was a bit down, but was in line with the general overall reduced attendance at APA in Toronto. For APA 2010, the CE course will be on integrated care in aging. We received renewal for CE that covers us for 5 years. Brian will rotate off as chair of CE, because he is going on the board of Division 12. Julie Wetherell will begin in 2010.

d. Program Committee (Melissa Franks and Carol Manning)

Discussion occurred about the possibility of focusing the invited addresses or symposia at APA on caregiving to offset the panel that wasn’t awarded by the program committee by APA.

The committee described that they are especially looking for submissions that are consistent with the theme on caregiving. Peter Lichtenberg described how he would like to see protected programming for new fellows to present their work. Division 20 is allowed 14 substantive hours and 7 nonsubstantive hours.

Melissa, Keith, and Peter will talk about giving award winners some break on registration and travel to APA. Peter will look into a suite at APA to facilitate networking. The committee discussed how they would allocate one hour for the social hour, which did not occur at APA 2009, due to the “Convention within a Convention” programming. Discussion occurred with respect to planning the extracurricular activity. Suggestions included Prado at Balboa Park or the San Diego symphony.

e. Treasurer’s Report (Keith Whitfield)

All agreed that Scott Hofer deserves Division 20’s thanks for his service as treasurer and the impeccable records that were kept. Thank you Scott!!! Most of the division’s expenses come from costs associated with the APA meeting, the largest of these being the awards. The size of the awards is impressive and the feeling was that we should advertise this more as a benefit of membership. The good news is that investments are back up to where they were in January 2009. A significant source of income is through membership fees, which were down a bit this year.

f. Education (Susan Charles).

Joe Mikels is a new member of this committee. Next year the committee will update the Directory of
graduate programs. The committee is still planning to do the teaching tips feature in the newsletter.

g. Newsletter (Grace Caskie).
Jamila Bookwala may do a teaching tip for the next newsletter. Grace put out a plea for people to write a feature article. The article could be written by a senior student, could even involve a literature review. We could feature an article by new fellows or award winners in the newsletter. Next deadline for articles for the spring newsletter is in February.

h. Membership (Joe Gaugler).
Joe initiated a discussion of what do we offer Division 20 members that they can't get without membership. One of the benefits described was a chance for national leadership and national level exposure. The discussion identified a need for a task force that addresses what could Division 20 provide members that isn't available otherwise. Some ideas that were generated involved having webinars available on CE that are available to members, but nonmembers would need to pay a fee. A lengthy discussion revolved around the benefits of a formal mentorship program as part of membership. Speed mentoring, could be conducted at APA as SSRP did at a session at APA last year.

III. Update on RRF Grant (Liz Zelinski)
This year we had to cut back on awards for the senior awards. Liz has begun (with a master's student in her program) to identify foundations that might be able to fund awards. Out of 81 foundations that have been identified as possible for funding awards, one foundation may be a real possibility. Many of the foundations are very specific about the things that they fund. The general feeling is that the awards program is very important for Division 20. Award deadlines are in May.

IV. New Business (Peter Lichtenberg)
a. Early Career Task Force proposal
Ann Pearman and Brian Yochim are preparing a questionnaire to ask new members about the kinds of things they would find helpful. Have 8-10 people on the task force. The task force is trying to get people on the phone and talk to them about what sorts of activities would increase their participation in Division 20.

b. New D20 convention program initiatives
Talked about the new fellows being given some program time to present their work. We have an early career award, discussion occurred as to whether we should get program time for the person to present.

c. Proposal regarding Finance Committee.
We need to round out the finance committee. The bylaws indicate that we need 1 more committee person; the person has to be at large. Lisa McGuire volunteered to serve in this role. A suggestion was made to have a treasurer elect, to facilitate transitions between treasurers. This would likely require a by-law change.

d. Membership Committee Nominations
A suggestion was made to construct an online survey to gather information as to whether membership should be divorced from the Psychology and Aging journal subscription. Joe is reaching the end of what he can do in terms of increasing membership via normal avenues (emails, mailing). A suggestion was made to use technology more to our advantage in offering benefits to Division 20 members (e.g., webinars). Joe needs more support on the membership committee. Phil Allen has agreed to be part of the committee. Lynn Martire volunteered as well. Lynn is the chair of the Aging and Health committee, which has 90 members, who might be potential members for Division 20.

V. Adjourn
Division 20 Candidate Statements

Candidates for Division 20 President

Carolyn Aldwin

One of the things I most enjoy about my work is the ability to create bridges across disciplines related to aging, and also across research and practice. I received my doctoral training in adult development and aging from UC San Francisco, focusing on how psychosocial factors such as personality, stress, and coping processes affect physical and mental health, especially in later life. My research and writing try to bridge the gap between biogerontologists, developmental, and health psychologists, as well as between researchers and practitioners. A recent co-edited book, the Handbook of Health Psychology and Aging (Guilford), is a good example of this bridging effort, which brought together eminent scholars from all of these disciplines to address one question: whether older adults were more or less vulnerable to psychosocial stress.

This desire to bridge disciplines is also evident from my prior work with the Div. 20 Executive Committee, as well as with Div. 38 (Health Psychology) as former chair of the Aging Interest Group. As a member-at-large and chair of the awards committee for Div. 20, I organized and obtained funding for the various student and faculty awards, and instituted two new ones. The first was the Developmental Health Psychology award, co-sponsored by the Divs. 20 and 38, and the second was the M. Powell Lawton Distinguished Contributions Award in Applied Gerontology. As President of Division 20, I would like to continue these types of collaborative efforts across APA divisions. Div. 20 was kind enough to co-sponsor the conference that produced the Handbook, and it is important to continue to seek funding for other aging-related efforts, as well as to continue to support the Div. 20 awards. I would also like to continue the efforts to expand our membership base, targeting graduate students and new professionals, as well as former Div. 20 members. Finally, I would like to see greater usage of our list-serve for Div. 20 members to exchange ideas and to seek information from their colleagues, in addition to the current posting of employment and conference opportunities. I look forward to working with the Executive Committee and the Div. 20 membership to identify new areas of concern and to foster new initiatives.

As to my credentials: I am currently Professor of Human Development and Family Studies at Oregon State University, having moved from UC Davis six years ago to chair the department here at OSU, and am now ready to take on new challenges. I am a Fellow of both Divs. 20 and 38, as well as the Gerontological Society of America. I am currently the editor of Research in Human Development and have served on the editorial boards for Psychology and Aging and the Journals of Gerontology: Psychological Sciences, and as coeditor for Psychology and Health. In addition to the Handbook, I have authored Stress, Coping, and

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Scott Hofer

The scientific discovery of lifespan determinants of within-person processes leading to aging-related change in health, physical function, and cognition is a major research priority internationally. As Division 20 President, I would work to highlight and promote international and interdisciplinary exchange on some of our shared challenges. Indeed, one of the major strengths of Division 20 is the strong network of national and international colleagues and the opportunity to encourage early career scholars to engage in adult developmental and aging research. Division 20 has long provided a hub for research exchange, and I would work to further broaden and enhance this important role in our discipline.

I am deeply interested in international collaboration and research synthesis, with emphasis on longitudinal studies of aging. I am co-directing (with Andrea Piccinin) an international research network for the Integrative Analysis of Longitudinal Studies on Aging (IALSA; NIA AG026453) which focuses on understanding within-person change in cognition and personality in the context of aging and health-related change. This network provides a foundation for developing methods and cumulating scientific knowledge from longitudinal research by facilitating efficient examination of multiple studies in ways that maximize comparability and permit synthesis of results (Hofer & Piccinin, 2009, Psychological Methods).

My research is on the identification of aging-related dynamics and health-related antecedents of change in late life, and corresponding developments in research methodology focused on measurement and analysis of change. One approach for assessment is based on the measurement burst design, permitting statistical decomposition of learning and forgetting functions that overlay normative aging-related change, with the detection of change in an individual’s asymptotic performance over longer periods of time (months or years). We are using this type of design and developing new measures for the efficient assessment and identification of critical change points in cognitive functioning. This research will potentially lead to improved and earlier diagnosis of cognitive difficulty associated with dementia and other health-related changes. In addition to the understanding of aging-related change, variability, and risk factors, early diagnosis provides one of our best opportunities for effective treatment.

I am currently Professor and Harald Mohr, M.D. and Wilhelma Mohr, M.D. Research Chair in Adult

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Carolyn Aldwin, continued from p. 10

Development (Guilford), and Health, Illness and Optimal Aging (Sage), as well as over 90 journal articles and book chapters.

Scott Hofer, continued from p. 10

Development and Aging at the University of Victoria, Canada. I have recently served APA Division 20 as Treasurer from September, 2006 to August, 2009 and APA Division 5 (Evaluation, Measurement, and Statistics) as Program Chair in 2009. I am also active in related organizations, as Coordinating Officer of the Society of Multivariate Experimental Psychology and Member-at-Large of the Behavioral and Social Sciences Division of the Gerontological Society of America. I am a Fellow of APA Divisions 5 and 20, the Gerontological Society of America, and the Royal Statistical Society. I have had many rewarding experiences in working closely with colleagues in support of our discipline and would be delighted to serve the Division as President.

Candidates for Council of Representatives

Gregory Hinrichsen

The politics of aging became front-and-center in my career when I spent a year as an APA Congressional Fellow (2007-2008) working on aging legislative issues in the office of Senator Ron Wyden (D-Oregon). Through work in Wyden’s office and the Senate Special Committee on Aging, I gained an appreciation of the political forces that come to bear on support of aging programs and policies – and an even deeper appreciation for all that gerontologists have done that can potentially guide good policy.

APA is no stranger to politics, and I’ve seen the impact that psychologists with aging expertise can have in bringing aging issues to the fore in APA. Being chair of APA’s Committee on Aging, President of Division 12, Section II (Clinical Geropsychology), and a member of APA committees and task forces related to aging, underscored the importance of having a place at the APA table.

I have blended research, practice, and training in my career, 25 years of which was at The Zucker Hillside Hospital in New York. Aging issues have been the soul of my work. I’ve published extensively on aging issues including work on the stresses of care for older adults with depression and dementia, cultivated evidence-based practice in the delivery of psychological services to older people, and taught many cohorts of students about older adults. I’ve been a member of Division 20 since the early 1980s (and then proudly a fellow) and have treasured my

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K. Warner Schaie

I am the Evan Pugh Professor Emeritus of Human Development and Psychology at the Pennsylvania State University. I still remain an active researcher as Affiliate Professor of Psychiatry and Behavioral Sciences at the University of Washington. I received my Ph.D. in psychology from the University of Washington, an honorary Dr. phil. from the Friedrich-Schiller University of Jena, Germany, and an honorary Sc.D. degree from West Virginia University. I was honored by my colleagues with the Kleemeier Award for Distinguished Research Contributions and the Distinguished Career Contribution to Gerontology Award from the Gerontological Society of America, the MENSA Lifetime Career award, and the Distinguished Scientific Contributions award from the American Psychological Association. I am author or editor of 58 books and the author of more than 300 journal articles and chapters on the psychology of aging. I have directed the Seattle Longitudinal Study of Cognitive Aging since 1956. My current research interests are in the life course of adult intelligence, its antecedents and modifiability, the impact of cognitive behavior in midlife upon the integrity of brain structures in old age, the early detection of risk for dementia, as well as methodological issues in the developmental sciences.

My interest in the study of aging and behavior began as an undergraduate at the University of California-Berkeley, and I presented my first research paper at the 2nd World Congress of Gerontology and Geriatrics in 1951. I joined APA and Division 20 as a graduate student in 1953. I served as President of Division 20 during 1973-74 and have had two previous terms as Division 20 Council Representative. I have also served as a member of the APA Board of Social and Ethical Responsibilities, 1990-91. I

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Lisa Brown

It is an honor to be considered for the office of Member at Large for Division 20. My formal relationship with Division 20 began while I was a student at the Pacific Graduate School of Psychology. For my dissertation research I conducted a survey of Division 20 members to elicit their opinions about the issues they encountered when assessing and treating older adults with suicidal ideation. More than half of the membership graciously provided me with data that launched my research program and clinical career. I am indebted to the Division 20 membership and desire to be of greater service to the division I consider my primary professional affiliation.

Since 2003, I have been a faculty member at the Department of Aging and Mental Health Disparities, College of Behavioral and Community Sciences, University of South Florida. As a tenured Associate Professor, I teach graduate courses on aging, mentor master and doctoral level students, conduct research on older adults and disasters, and serve on several university, state, and national committees that are concerned with aging issues. Additionally, I have served as a member of the Institutional Review Board for nearly eight years. Because of my experience serving on a variety of committees and workgroups, I feel qualified to serve as a Member at Large for Division 20.

K. Warner Schaie, continued from p. 11

also served two terms as chair of NIH initial review groups on human aging.

As a function of my research in the maintenance of abilities into advanced old age, I was engaged in public policy debates related to the abolition of mandatory retirement in the United States and served as an expert consultant to the Office of Equal Opportunity in Employment and the VA administration. I am also fully familiar with issues of clinical practice and the role of psychologists in the provision of health care services, as an ABEPP Diplomate in Clinical Psychology and a former Director of Clinical Training.

It will be my primary objective as a member of APA Council to insure that research on and psychological services to the ever-growing older community-dwelling as well as institutionalized population will remain a primary focus of APA activities. In particular, I will be particularly active in ensuring that Division 20 and APA take full advantage of new opportunities offered by the enhanced activities of the Office of Behavioral Sciences of the NIH.

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Candidates for Member-at-Large, continued

Lisa Brown, continued from p. 12

My professional service to Division 20 includes serving as an ad hoc reviewer for a number of journals, reviewing conference program abstracts, participating as a member of several special interest groups, and advocating for increased support and resources to develop and train a much needed eldercare workforce. I understand the responsibilities and time commitment required to serve as a Member at Large. I would welcome the opportunity to serve Division 20 in this capacity and thank you for your consideration.

Katherine Fiori

I received my Ph.D. from the University of Michigan in Developmental Psychology, after which I completed two years of postdoctoral work at the Intercultural Institute of Aging and Human Development at Long Island University. I have been an assistant professor of Psychology for the last two years, first at the New York City College of Technology and now at Adelphi University.

My overall research program focuses on social relationships among older adults, utilizing a unique person-centered approach to study their association with health. I recently received a pilot grant from the University of Wisconsin to examine changes in social relationships across retirement in the Wisconsin Longitudinal Study.

I have been active in Division 20 of APA for nearly 10 years and have presented posters or given presentations for 6 of those years. In 2006, I received an honorable mention for the Division 20 Retirement Research Foundation Completed Research Award. In graduate school, I was active in the APA graduate student organization (APAGS), first as a campus representative for the Advocacy Coordinating Team, and then serving as Michigan's State Advocacy Coordinator. I was a recipient of the Educational Leadership Award and an invited guest at the 2005 State Leadership Conference in Washington, D.C. Furthermore, I have been active in the Gerontological Society of America for nearly 10 years and have served as an ad-hoc reviewer for a number of journals in the field of aging (e.g., Aging and Mental Health, The Gerontologist, Journals of Gerontology, and Research in Human Development). As the Adelphi chapter faculty advisor to the Psi Chi International Honor Society in Psychology, I have had the opportunity to invite experts in the field of adult development and aging to speak at Adelphi, such as APA Division 20 member Dr. Gregory Hinrichsen.

I welcome the opportunity to become more involved in APA's Division 20. I believe that my energy and enthusiasm will help me in serving the Division as a Member-at-Large.

Derek Isaacowitz

I was introduced to the study of life-span development as an undergraduate Psychology major at Stanford, and went on to earn my Ph.D. in Psychology from the University of Pennsylvania in 2001. Since then, I’ve been in the Department of Psychology at Brandeis University, where I am currently an Associate Professor.

My research focuses on age-related changes in strategies and success of emotion regulation, using eye tracking along with other methods to assess real-time mood change and its predictors. This work is supported by the National Institute on Aging. I currently serve as Chair of the Behavior and Social Science of Aging Review Committee at NIH, and I am also on the editorial boards of Psychology and Aging and Journals of Gerontology: Psychological Sciences. I’ve been honored in the last few years to win Division 20’s Springer Early Career Award (2006), as well as the Margaret M. and Paul B. Baltes Award for Early Career Contributions from GSA (2009).

I’ve participated in Division 20 activities since my very first year of graduate school, when I volunteered at a Division 20-sponsored preconference on Clinical Geropsychology. I stayed involved by attending the convention and focusing on Division 20 activities until 2009, when I had the opportunity to serve as Program Co-Chair for Division 20 at the APA Convention. I guess I miss going to Division 20 Board meetings! I’d like your vote for Member at Large because I would enjoy having the chance to get more involved in the Division beyond convention planning. I’m also a ridiculously fast email responder. What more could you want in a Member-at-Large?
new breakthroughs, on the one hand and force square pegs into round holes on the other. But this is where the initial conversation about the nature of the standards is critical. By knowing them in advance, the student has a basis to reflect in an on-going way about their fit with the profession and its expectations. This is essential, because after all we are guiding our students through the very fundamental process of figuring out what they want to do and be in their lives.

JAM: From my experiences with Patti as a mentor, I always felt empowered to pursue the ideas of most interest to me. While I seriously consider my students’ interests, I sometimes find myself doubting the promise of the projects that fit their interests. At various times, I have given students considerable latitude, which has resulted in terrible disasters but occasionally also remarkable contributions. How does a mentor judge the constraints versus freedom that they provide their mentees?

PARL: As you will recall in your own career as a graduate student in my lab, you had interests that you wanted to pursue that required my moderation. I required you to work on some “sure-bet” projects to hone your skills and offer you an opportunity to see something through from inception to publication. Once this line of work was well underway, you had the latitude to explore more high-risk research directions. I think this strategy worked incredibly well for you, and I think that versions of it can apply more broadly also. So, it is a two-fold progression… work on a conservative line of research either prior to, or concurrent with a direction that is higher risk. Diversification—it is wise in finance, and in research investments as well.

JAM: As a mentor, I have supervised students who have differing levels of dedication. Sometimes, I find it frustrating to encourage students who seem to lack motivation – but I also find it rewarding when they do succeed. How does a mentor come to know and motivate mentees with notably different academic styles?

PARL: This is a hard one. I believe the key is accountability. I think that students who lack motivation know it at some level, and probably struggle with it as much if not more than their mentors. Requiring weekly updates, frequent meetings, benchmarks and timelines is especially important for this type of issue, while also being useful for all students to see where they are and where they want to be. These require communication, another factor that I think is critical to counteract the adverse effects of motivational issues. Joe, you have always had a knack for asking good and challenging questions, and for giving your mentors the opportunity for their own new learning. Thank you for engaging me in this thought-provoking dialogue!

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Awards Committee Report
Submitted by Ron Spiro

Division 20 would like to remind members and others that we offer a number of awards, including the Baltes Distinguished Research Achievement Award, the Lawton Award in Applied Gerontology, and the Santos Award in Clinical Geropsychology. Additional awards are available for mid- and late-career, early career, and for students. Applications are due May 21, 2010. For further information, go to the Division 20 web page (http://apadiv20.phhp.ufl.edu/apadiv20.htm) and click the orange tab “Awards/Honors.”
The Society for the Psychology of Women announces a new award initiated by Division 35’s Committee on Women and Aging, in honor of Dr. Florence L. Denmark for her tireless work over many years on both gender and aging issues. The new award is the Florence L. Denmark Award for Contributions to Women and Aging, and its purpose is to recognize scholarly or public policy accomplishments, or both, in the area of women and aging.

Award and Nomination Details

The awardee will receive a plaque and be recognized at Division 35’s Awards Ceremony during the 2010 APA convention in San Diego, CA.

Nominations should include:

• a letter of nomination,

• a 500-word statement describing the nominee’s contributions to scholarship or public policy, or both, on women and aging, and

• the nominee’s current CV.

The nomination may also include letters of support. Self-nominations are acceptable.

The deadline for nominations is April 30, 2010. Please submit nominations/self-nominations and materials via e-mail as Word or PDF attachments to: Jamila Bookwala, Ph.D., Chair, Florence L. Denmark Award for Contributions to Women and Aging, <bookwalj@lafayette.edu>
ANNOUNCEMENT

2010 International Conference on Aging in the Americas: Issues of Disability, Caregiving, and Long-term Care Policy

DATE AND TIME: September 15-17, 2010

LOCATION: AT&T Executive Conference Center, 1900 University Ave. The University of Texas at Austin, TX

DESCRIPTION: Goals: 1) to promote interdisciplinary collaboration by gathering a broad array of researchers in the fields of Hispanic health, health care policy, and behavioral and social aspects of aging into a single forum to exchange ideas and foster collaborative efforts; 2) to address key issues affecting the health of aged Latinos. The conference research agenda is unique in its focus on the aging population in the United States and Mexico and has important implications for the health and well-being of older Hispanic adults and their families.

SPONSORS: National Institute on Aging; Office of Special Populations for the NIA; The FIRST Fund of the Austin Community Foundation; Population Research Center, University of Texas at Austin; Policy Research Institute, LBJ School of Public Affairs, University of Texas at Austin; Office of Graduate Studies and the George W. Jalonick, III and Dorothy Cockrell Jalonick Centennial Lectureship, University of Texas at Austin

FOR MORE INFORMATION: see http://www.utexas.edu/lbj/caa/index.php