Of Tsunamis, Ancestor Worship, Maniacs and Panel Discussions

Dear Colleagues,

When a person becomes president of an APA division, one of the first things you learn is that you must create an “initiative.” This involves an activity that can positively impact the division and APA, ideally beyond one’s term of office. My immediate predecessors selected fundraising (Liz Zelinski) and support of early career psychologists (Peter Lichtenberg), both wise and timely decisions. Liz and Peter are still working on their initiatives for the division. In this article, I’d like to share my ideas about my initiative and to enlist your support for it.

When I was in graduate school, my initial graduate advisor was Roy Lachman at the University of Houston. Later, his wife, Janet Lachman, became my primary advisor, though Roy continued to play a major role in my education. Originally a Hullian “rat runner,” Roy’s first job out of graduate school was at the U. of Hawaii at Hilo, on the big island. Upon his arrival, he found out that, at the time, any rats coming to the islands had to be quarantined for a year before they could be used in research. This would mean that his subjects would be geriatric by the time he could study them. But while Roy later became interested in gerontology (leading to my taking that career path), at that moment, he abandoned his days of rodent observation and began to study – when all else had failed (native lizards only ate food “on the fly”) – human beings. Of particular interest to him were the ways in which humans had reacted to the Hilo tsunami of May, 1960, which killed 61 persons in Hilo despite the island having had 10 hours of warning (Lachman, Tatsuoka, & Bonk, 1961). When the 2004 Christmas tsunami struck, Roy (then in his late 70s) was part of a group (along with Janet) provided funding by the National Science Foundation to study the disaster. They found that, while more than two-thirds of survivors interviewed had seen something unusual about the ocean before the first wave struck (primarily a receding shore line), most people did not evacuate. Survivors had to run for their lives, but had difficulty finding a place of safety. Cell phones were used in some cases to give warning, but often were too late, not helpful (i.e., did not give information about where to go to be safe), were ignored, or worse contained the message that the recipient should come down to the beach and look at how the ocean had receded. In stark contrast, an indigenous people – the Moken – saw the receding shoreline and immediately fled to high ground and safety (Gregg et al., 2006).

The Moken are sea farers, living much of the time on the water. They worship their ancestors, dancing to appease them if it appears that transgressions to the tribe’s way of life have led to celestial punishments. They look to their ancestors for protection as well as guidance. The Moken have resisted modernization and have a strong oral tradition (including descriptions of signs indicating that a tsunami is imminent and...
President’s Message, continued from p. 1

what to do to keep the tribe safe from the waves). Elderly tribe members are held in esteem.

I would like to suggest that this true story of a predictor of survival is a parable for our times. We live in a society in which speed and amount of new information is honored above traditions and wisdom, where commercials on television ridicule persons whose download on a smart phone is slower than that available with the advertised product, and where Alzheimer’s disease often is portrayed as a living death. In such a society, older adults are not held in high esteem, being perceived as poor information processors. Persons with dementia are at best pitied, at worst shunned, and a thriving industry has developed to offer products for those seeking to maintain cognitive functioning and fight off the onset of dementia. There are very real and very negative consequences to embracing these perceptions.

It was not always thus (notice the white wigs worn by men, many in their 20s and 30s, during the time of the American Revolution). Now, I propose that our division members do something about this. My presidential initiative involves asking for you to write and send in anecdotes of older adults you have known who have inspired, challenged, impacted, and shaped you in positive ways. Anecdotes should be 500 to 750 words in length and should include a bit of background on the person, their approximate age, and a specific example or examples of something the person did or said to inspire you, and the person’s effect on you. Contributors will be asked to sign a form (available from me on request at cjc3alic@aol.com) developed by APA’s office of general counsel (we are NOT living in the Age of Aquarius). A template of that form is in this newsletter on page 6.

In addition, we will have a “NAME THAT BOOK!” contest. Each anecdote contributor can enter up to 3 names for the book. The winning name will be selected by an ad hoc committee comprised of the current president, past president, and president elect of Division 20. The “prize” for winning is that the older adult subject of the winner’s contributed anecdote will have his or her photograph featured (with his or her permission) on the cover of the book.

I will give you two quick examples of the kinds of people I’m describing. The first is Roy Lachman, mentioned previously. I remember many of the bits of his wisdom I accumulated while at the University of Houston. Some examples include: “Don’t let your coursework get in the way of getting an education”, “I do not work for ribbons”, “It is not parsimonious to think parsimoniously about non-parsimonious phenomena”, and “What cognitive psychology needs is the equivalent of Plank’s constant. Everything turned on that – relativity, quantum mechanics, everything. That’s what we need.” I’m still working on figuring that last one out, but those of us who worked with Roy (we were known as the “Lachmaniacs” among our peers) sincerely appreciated his ability to think at the most challenging intellectual levels while still being able to make his own lab equipment and stimuli for experiments. Capable of cursing like a sailor (literally – he had served in the merchant marines), he also taught young graduate students from small towns how to use words like “ubiquitous,” “paradigm,” and “obviate” in everyday conversation. Now in his 80s, he is still serving as graduate coordinator for his doctoral program and actively working at the cutting edge of science. He was and is an amazing scientist and human being.

A second person is a resident of an assisted living facility for persons with dementia who is in her late 80s. I will call her “Ann.” One of her fellow residents passed away recently, and Ann went to the family of the deceased who had come to remove the resident’s belongings. She told the family members how much this person had meant to the community, how he was respected and loved, and...
Getting Older, Feeling Good?: Individual Difference Factors Associated with Age Effects in Affective Functioning

Mary Jo Larcom & Monika Lohani

Over twenty years ago, Dale Dannefer (1988) highlighted the importance of taking individual differences into account when describing general patterns of age-related change. He found a pattern of increasing between-person variability with age in both cross-sectional and longitudinal psychosocial research. In this article, we argue that emotion research is a prime example of a topic in the aging literature where individual differences matter. Specifically, recent research indicates that individual differences can contribute both to how older adults manage their emotions as well as how they attend to emotional material.

Patterns of age differences in affective functioning

Research suggests that emotion regulation abilities may be maintained or even improve with age. As compared with younger individuals, older adults report higher emotional control (Gross et al., 1997; Lawton, Kleban, Rajagopal, & Dean, 1992) and more stable mood (Lawton et. al., 1992; Orgeta, 2009). Indeed, experimental evidence shows that older adults are able to successfully implement regulatory strategies to control emotional experience (e.g., Phillips, Henry, Hosie, & Milne, 2008; Shiota & Levenson, 2009). In addition to older adults’ facility with emotion regulatory tasks, they also report less frequent negative emotions than their younger counterparts (Carstensen, Pasupathi, Mayr, & Nesselroade, 2000; Gross et al., 1997), and some research suggests that the experience of positive emotions increases with age – at least until age 75 (Mroczek & Kolarz, 1998).

Age-related maintenance or gains in affective functioning also is evident in work on everyday problem-solving, which suggests that older adults are more effective problem-solvers than their younger counterparts because they are more likely to flexibly apply different types of problem-solving strategies, tailoring the strategy to the situation (for a review, see Blanchard-Fields, 2007).

Another body of literature has focused on age differences in emotional attention and memory. Several studies have found that older individuals show preferences for attending to (Isaacowitz, Wadlinger, Goren, & Wilson, 2006a, 2006b; Mather & Carstensen, 2003) and remembering (Fung & Carstensen, 2003) positive emotional information. Such preferences toward positive information and/or avoidance of negative information are referred to as positivity effects (Carstensen & Mikels, 2005; Carstensen, Mikels, & Mather, 2006; Mather & Carstensen, 2005). Some research indicates that positivity effects may serve to benefit older adults in emotion regulation (e.g., Carstensen et al., 2006; Isaacowitz, Toner, Goren, & Wilson, 2008; Isaacowitz, Wadlinger, Goren, & Wilson, 2006a, 2006b). Socioemotional selectivity theory (SST; Carstensen, Isaacowitz, & Charles, 1999) explains older adults’ positive affective profile and why they display positivity effects as a function of an age-related increase in prioritizing positive emotional goals. SST posits that because older individuals perceive their time as limited, they are motivated to pursue goals which will benefit them in the present. The specific goal that SST highlights is maintaining the experience of positive emotional states while minimizing the experience of negative ones.

Individual difference moderators in affective functioning

Although the general pattern of affective functioning with age may be a positive one, this positive pattern may not be experienced by all older individuals. Recent research suggests that individual difference factors can influence how successful older individuals are in regulating their emotions and how likely they are to display positive preferences in their attention. In the next section, we describe individual difference factors that can influence older adults’ affective functioning focusing on the areas of emotion regulation and attentional preferences for positive emotional material.

Trait and state factors influencing emotion regulation:

Some research suggests that individual differences in trait (e.g., neuroticism, trait anxiety, and dispositional optimism) and state (e.g., depressive symptoms and state anxiety) affect-relevant factors can influence how effective older adults are in their ability to regulate their emotions. Supporting this idea, one study found that older adults who quickly regulated themselves out of an induced negative mood had lower trait anxiety and depressive symptoms and higher levels of optimism as compared to those who did not. A trend was also found for these “rapid regulators” to report lower levels of neuroticism (Larcom & Isaacowitz, 2009). These older adults with high levels of optimism and...
low levels of anxiety were predicted to be better at viewing negative situations in a more positive light and to feel more in control of those situations.

In another study, where young and older participants were divided into four groups based on their pattern of mood change over time, older adults were found to make up the majority of the most positive and the most negative groups. Older adults in the most negative group had higher state anxiety and neuroticism and slower processing speed than the other groups, suggesting that both stable and transient affect-relevant factors and cognitive factors may operate together to affect emotion regulation (Stanley & Isaacowitz, in press). Thus, it appears that older individuals who are more anxious and/or neurotic may not be able to regulate into a positive mood as well as older adults who are lower in these characteristics.

Cognitive factors influencing positivity effects: Although individual differences in affect-relevant factors such as anxiety and neuroticism are associated with emotion regulation ability, recent work indicates that cognitive factors can also contribute to older adults’ affective functioning. Specifically, individual differences in attentional ability have been implicated in determining both whether older adults display positivity effects (Knight et al., 2007; Mather & Knight, 2005) and also whether such positivity effects can be used for mood regulation (Isaacowitz, Toner, & Neupert, 2009; Noh, Lohani, & Isaacowitz, in press). A widely researched aspect of attention is cognitive control, which includes control processes such as conflict resolution, detection of errors, planning, decision making, and elicit novel responses or overcoming habitual actions (Fan, McCandliss, Sommer, Raz, & Posner, 2002). Research from Mather and colleagues (Knight et al., 2007; Mather & Knight, 2005) suggests that adequate cognitive control (measured by executive attention) is necessary for older adults to display positivity effects in attention and memory. They found, for example, that older individuals with better cognitive control showed the largest positivity effects in their attentional and memory preferences (Knight et al., 2007; Mather & Knight, 2005).

Recent research suggests that attentional functioning may moderate the relationship between positivity effects and mood regulation. For example, one study found that older adults with higher executive control best resisted mood decline from beginning to end of an experimental session by looking away from negative material (Isaacowitz et al., 2009). While most work has focused on cognitive control, there are other attentional processes on which individual differences could operate, thereby influencing affective functioning. Reliance on environmental (external) cues increases with age (Spieler, Mayr, & LaGrone, 2006) and this could impact older adults’ abilities to regulate their emotions. Recent work has looked at the role of individual differences in alerting ability, which involves achieving and maintaining a state of high sensitivity to incoming stimuli (Noh, Lohani, & Isaacowitz, in press). It was found that those older adults who had higher alerting ability experienced less mood decline over time when they looked less at the most negative parts of emotional information. More work is still needed to better understand the role that attentional abilities play in emotion regulation, but these findings are suggestive that they are key moderating variables.

Overcoming negative affect-relevant and poor cognitive profiles

Putting all the evidence together, it seems that traits of anxiety and neuroticism and low attentional resources are associated with less effective emotion regulation. Individuals who display such a personality and cognitive profile may be especially unable to cope with negative changes that come with age, such as declines in physical and cognitive health. That is, high levels of anxiety and neuroticism and/or low levels of attentional resources could be considered vulnerabilities within the framework of the strength and vulnerability integration theory (SAVI; Charles & Piazza, 2009), which suggests that certain situations may further weaken older adults’ emotion regulation abilities. Any major negative life events, such as the death of a loved one or a chronic illness, may make these older individuals even more vulnerable to poor affective functioning. Because much of the research to date has focused on the overall pattern which shows that the emotional lives of older adults are quite positive, those who do not display positive patterns of affective functioning may be overlooked. These older individuals may need extra help in dealing with the challenges associated with aging.

One way that older adults with either negative personality and/or poor cognitive profiles might be able to feel better is proposed by the selection, optimization, and compensation model (SOC; Baltes & Baltes, 1990) as applied to the context of emotion regulation and aging (SOC-ER; Urry & Gross, 2010). This model suggests that such individuals could use forms of emotion regulation strategies which rely on external resources in order to compensate for and optimize their available internal resources. For example, they could gain resources externally through interaction.

Continued on p. 18
At the February 2011 Council of Representatives meeting, action was taken on several key issues relevant to Division 20. Most importantly, the Guidelines for Evaluation of Dementia and Age-Related Cognitive Change were approved, virtually unanimously. Thanks to the hard work of Debbie DiGilio and cooperation among Divisions 12, 40, and 20, the Guidelines were accepted with only very minor revisions (addition of references). They will be in effect until 2021.

The revenue projection as approved was $105.6m, but because expenses were lower (due to lower salary outlays) and income higher (due to increases in licensing and publication sales), the actual expenses were $106.5m. In fact, the rate of growth of licensing was 4% in 2010 and print was -6%. The rate of growth in licensing revenue was smaller in 2010 than it has been in previous years and now print declines and licensing increases are virtually in balance. To help bring in more revenue, marketing of electronic publications and other products is being ramped up. The investment plan funding model has a $6.6m balance to be carried forward into 2012; 54% of the portfolio comes from large-cap funds. Dues revenue in 2011 and 2012 are decreasing but still remain at 14% of the total budget. The budget for 2011 leaves a $20,000 surplus, which is much smaller than the desired 6% safety margin and does include a $3.5m cash flow from the buildings. $300k in long-term dividend and interest income is no longer being transferred into the operational budget from the long term portfolio.

A major item of interest to the membership was the proposed changes to the APA dues structure. The Membership Board (on which Susan serves) developed a model that would reduce dues for all members by $40 ($247 instead of $287 for 2012). This plan would replace the $25 dual membership in other scientific organizations or State, Provincial and Territorial Associations set to go into effect in 2012 (and was going to replace the 25% dual membership discount that some people currently have). Currently there are many variations on dues and the proposed measure will eliminate the complex pricing structure. Reducing the dues was seen as enhancing efforts toward membership recruitment and retention. This proposal passed, so the dues reduction will go into effect in 2012. Note, if you received a dual membership discount of 25% of your APA dues, it was due to expire in 2012. APA members in scientific organizations with dual discount status and members of State Provincial and Territorial Association were set to receive a $25 discount starting in 2012, but now all APA members will receive the same discount. Included in the original proposal was an elimination of the 50% discount for Canadian psychologists who currently receive this discount if they are members of both the Canadian Psychological Association and APA. However, a vote on the Canadian discount was postponed until August.

We also voted to eliminate the step down to life status membership and create a “Transitioning Member” category. The change in life status membership will require a vote of the membership because it involves a bylaws amendment. A proposal to give Council voting rights to representatives of four minority ethnic associations currently serving as non-voting delegates was postponed to August. A previous bylaws amendment vote on this issue in 2008 was defeated by the membership.

The Convention Task Force presented a report containing a number of significant changes to the convention format and organization. They will present their recommendations at the August Council meeting. The Task Force developed several excellent proposals to improve convention quality and attendance. We will be able to provide fuller details after the August Council meeting. However, the one point that is most important for Division 20 relates to a restructuring of program hours. Clearly, there is too much overlap in convention programming as is clear from the many poorly attended sessions. The solution being offered is to create a new structure that would allow collaboration among divisions including support of Program Chair-Elects and President-Elects attending the Division Leadership Conference. In addition, 125 hours would be available for divisions to “bid” for preferably by cooperative programming. There are actually many sound ideas in this report, and it appears that ultimately the plans would benefit our members. We will keep you updated as more information becomes available.

Your council representative Susan K. Whitbourne, Ph.D. was honored by receiving an APA Presidential Citation for her outstanding contributions to the science of psychology, teaching, and her long service to the American Psychological Association (Warner wrote this paragraph).

We want to remind you that slates for Boards and Committees are being developed during February and March. If you have an interest in serving on one of these governance bodies, you still have time to put your name forward. Please contact one of us, or Cameron Camp, to let us know if you would like to nominate yourself or a colleague. By having Division 20 members serving in this way, we can continue to advance our agenda concerning APA policies and activities.

Finally, we would like to urge you to continue to give us your apportionment votes. Each fall, APA members have 10 votes to allocate to divisions and state, provincial, and territorial organizations. We have kept our 2 council representatives through this process but each year we make the cutoff for keeping the second council seat by a very narrow margin. If each Division 20 member votes and
how he would be missed. Then, Ann went to a staff member who had been close to the deceased and offered sympathy, asking if she could accompany the staff member to the resident’s funeral. In spite of her dementia, Ann displayed empathy, understanding, and true humanity. She inspires me to be more empathetic and considerate of others. I think of Ann whenever I hear about how Alzheimer’s disease “causes a person to disappear.” Ann is certainly still “there,” in spite of her struggles with memory loss, living a better and more humane existence than many other persons I know without dementia.

Finally, as I write this, the division program for the 2011 APA Convention in Washington, D.C. has been submitted. If all goes well, we should have an interesting panel discussion scheduled to review the newly proposed diagnostic categories for Alzheimer’s disease (see my presidential article in the previous edition of this newsletter). Our goal is to develop a consensus statement regarding the categories, focusing on common ground and delineating areas where there is still some debate. If you have questions that you would like to have panel address, please e-mail them to me at cjc3allc@aol.com. I hope that you get the chance to come in person to the discussion and take part in it.

References


ANECDOTE RELEASE AGREEMENT TEMPLATE

Dear _______________

Thank you for your submission (“Anecdote”) to Division 20: Adult Development and Aging, a Division of the American Psychological Association Division (Division 20) (book) entitled “____________________” to be published on __________. In order to publish your Anecdote, Division 20 requests the following grant and release from you:

I hereby grant APA Division 20 a royalty free non-exclusive license to reproduce, display, distribute and prepare derivative works of your Anecdote in any medium, including electronic, online and/or print format, including but not limited to on the Division’s website located at http://apadiv20.phhp.ufl.edu.

I hereby represent and warrant that the Anecdote has not been previously published, is original and non-infringing upon any third party’s rights. I also represent and warrant that I have all necessary permissions to use any third party materials incorporated in the Anecdote, and that I have authority to grant the rights herein and make such representations and warranties;

I hereby agree to indemnify, defend and hold harmless Division 20 for any claims of intellectual property infringement brought by any third party based on my use of third party materials in the Anecdote; and

It is my understanding that my signature below represents my acceptance of the foregoing terms and releases Division 20 from any financial or legal responsibility for the use of the Anecdote as specified herein.

___________________________ _______________________
Signature Date
APA 2011 Program Report
Submitted by Lynn Snow and Paula Hartman-Stein, Co-chairs

Our program for APA 2011 in Washington, DC includes several symposia and two poster sessions. Our division president, Cameron Camp, will lead a symposium on “New Diagnostic Categories for Dementia: A Panel Discussion”. More details about the program will be forthcoming in the summer issue of the newsletter.

On Friday evening August 5th, Division 20 will sponsor a lively social hour followed by informal dining at one of Washington’s hot spots. Please mark your calendar. Details to follow.

Continuing Education Report
Submitted by Shevaun Neupert, Co-Chair

Joe Gaugler, Ph.D. (Associate Professor, McKnight Presidential Fellow of the Center on Aging, School of Nursing, University of Minnesota) will offer a webinar for CE credit on Monday, April 4th, 2011. The webinar is titled, “Working with Family Caregivers of Persons with Dementia: Searching the Evidence, Finding the Right Tools”.

The webinar will have the following objectives:

1. To synthesize existing research on the psychological ramifications of family care for persons with memory loss;
2. Review the state-of-the art in evidence-based practice for dementia caregivers; and
3. To summarize existing tools to help families throughout the course of dementia caregiving.

Additional information will be distributed on the Division 20 listserv.

Upcoming APA Convention Dates and Locations

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<th>Year</th>
<th>Location</th>
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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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<td>2015</td>
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I received a Ph.D. from the University of Notre Dame in 1981 in Applied Developmental Psychology, followed by a one-year Post-doctoral Fellowship in Behavioral Medicine from the Johns Hopkins University School of Medicine. I have been a licensed, practicing psychologist since 1983 and have held full-time faculty positions at the University of Maryland School Of Medicine, University of Pittsburgh School of Medicine, the University of Alabama at Birmingham School of Medicine, the Department of Psychology and School of Social Work, University of Alabama at Tuscaloosa, and now the School of Social Work at the University of Michigan, Ann Arbor. I also served as a Senior Research Scientist at the Gerontology Research Center, National Institute on Aging from 1984-1987. I received tenure in the Department of Medicine at the University of Pittsburgh in 1992 and was promoted to Full Professor with tenure in the Department of Medicine at the University of Alabama in Birmingham in 1995.

I have held a number of leadership positions including Director, Intensive Behavior Management Program (1982-1984); Co-Director, Behavioral Sciences Section; Associate Director, Center for Aging; Director, Long Term Care Initiatives, and Director of the Behavior Gerontology Program (1992-1998), all at UAB. I revived the Center for Mental Health and Aging (CMHA) at the University of Alabama and served as Co-Director and then Director from 2002-December 2006. From 1995 until August 31, 2008, I was a Professor of Clinical Psychology and Nursing and was conferred the honor of University Distinguished Research Professor by the University of Alabama Board of Trustees in February, 2004. I am now the Harold R. Johnson Endowed Chair of Gerontology in the School of Social Work, University of Michigan, and Ann Arbor.

I have authored over 155 papers that have appeared in such journals as The Gerontologist, Journals of Gerontology, and the Journal of the American Geriatrics Society, and the Annals of Internal Medicine. Although I have published papers in various areas of aging research, most of my research has focused on the development of interventions to improve the quality of care and quality-of-life of aging individuals with AD and their caregivers. I was one of the Principal Investigators of the REACH I and II initiatives (Resources for Enhancing Caregiver Health) funded by the National Institutes of Health. REACH was funded from 1995-2006. In 2010, I was asked to join the Cabinet of UM’s NIH-funded Translation Center (CTSA), thus becoming the first Psychologist Director of the Center for Mental Health & Aging at the University of Alabama Board of Trustees in February, 2004. I am now the Harold R. Johnson Endowed Chair of Gerontology in the School of Social Work, University of Michigan, and Ann Arbor.

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Most of my current research is focused on translating best practices for use in community settings. I have received grant funding from NIA, NINR, AoA, CDC, the Alzheimer’s Association, the Retirement Research Foundation, and the Roselyn Carter Institute for Caregiving. I have received continuous funding from NIH since 1990. I am the 2005 recipient of the M. Powell Lawton Award from APA Division 20, and the 2008 recipient of GSA’s M. Powell Lawton Award in Applied Gerontology. Finally, in 2007, I...
Lou Burgio, continued from p. 8

received the Roselyn Carter Institute Award for Excellence in Caregiving Research.

I have served on 10 journal editorial boards and numerous ad hoc grant review panels for NIH and the Alzheimer’s Association, including the Community-Level Health Promotion (CLHP) panel at NIH. I am a Standing Member of AHRQ’s Health Care Quality and Effectiveness Research (HCQER) Study Section, and served on the National Advisory Council of the National Institute for Nursing Research, NIH from 2002-2006.

Patricia Parmelee, continued from p. 8

newsletter editor and Executive Committee member-at-large. Seats on editorial boards of several journals in psychology, gerontology and medicine, and as a regular member of two NIH study sections, have further honed my perspective.

In closing, I’m excited by the prospect of serving at this exciting time in the history of the Division and the field. Whatever the outcome, I sincerely thank Division 20 members for the vote of confidence inherent in this nomination.

Division 20 Secretary Candidate Statements

Joe Gaugler, Ph.D.

Perhaps the least recognized mission of a faculty member’s responsibility is “service,” although it is through a commitment to service that we often become part of a community of science, instruction, or practice. Since 2002, I have had the honor of serving Division 20 through service first as Co-Chair and then Chair of the Education Committee (2002-2006), and since 2006 as Chair of the Membership Committee. The latter has proven both challenging and rewarding; while our Division valiantly attempts to maintain or increase our membership numbers, serving as Chair of the Membership Committee has offered me a wonderful opportunity to communicate with so many of you and discuss how Division 20 can position itself in the future through more flexible membership options, vigorous outreach to scholars, students, and clinicians, and revamped promotional materials (all of which we have accomplished). I plan to bring this same dedication and energy to the role of Secretary for Division 20; while I will miss my role on the Membership Committee, I believe the skills and passion I brought to my prior Division 20 service activities will continue as Secretary.

I am currently an Associate Professor and McKnight Presidential Fellow in the School of Nursing and Center on Aging at The University of Minnesota. My research examines the sources and effectiveness of long-term care for chronically disabled older adults. I received doctoral training in human development and family studies at The Pennsylvania State University. In addition to my scholarly interests (I have 62 peer-reviewed publications to my credit), I currently serve on the editorial boards of The Gerontologist, Journals of Gerontology: Psychological and Social Sciences, Psychology and Aging, and Journal of Applied Gerontology. I am also a fellow of the Gerontological Society of America and the American Psychological Association.

Lisa Miller, Ph.D.

Lisa Miller is Associate Professor of Human Development at the University of California, Davis. She received her PhD in Psychology from University of New Hampshire and was a postdoc and research scientist at Brandeis University before joining the faculty at UC Davis. She teaches a variety of courses in adult development in aging to doctoral, masters, and undergraduate students including her two favorites, field studies of the aging and applied cognitive aging. She has served on the editorial board for Journal of Educational Psychology and currently serves on the editorial board of Psychology and Aging.

Dr. Miller’s research focuses on how adults of varying ages understand and use information in a wide variety of contexts and tasks (i.e., comprehension, decision making, memory). She is interested in studying the extent to which age-related declines in these areas can be attenuated when older adults draw on past knowledge and experience and when they are motivated to perform well. Dr. Miller is also interested in understanding how cognition influences health behaviors including those that rely on nutrition information processing and health literacy. Her research has been funded by NIMH and NIA.

Division 20 has been very influential to Dr. Miller’s professional development. Her involvement with Division 20 began as a graduate student helping on the DIVISION 20: PAST AND FUTURE PERSPECTIVES Project in 1995. She has been a regular reviewer for student awards since 1998 and served as the Division 20 Program Co-Chair in 2007. She welcomes the opportunity to serve in the capacity of Secretary.
David Chiriboga

The opportunity to run as a candidate for Member-at-Large is in itself an honor that I appreciate. To actually serve in that capacity would not only be an honor but also provide an opportunity to provide service to our academic community. To give you some sense of what I would bring to the virtual table, I have been a member of Division 20 for quite some time and actually was president of the division in the 1980s. My doctoral training was at the University of Chicago’s Committee on Human Development, where my dissertation focused on the impact of involuntary relocation on morbidity and mortality. It was a three-wave pre-post study that sparked a long term interest in the role of stress exposure on psychological well-being. I subsequently conducted a two-wave panel study of marital separation and divorce, during which time I began to appreciate the fact that (1) racial/ethnic groups were often affected in different ways by disruptions in marriage, and (2) stress exposure in general, and the meanings associated with that exposure, differed across racial/ethnic groupings.

I have continued studying the differential effects of stress to the present. Currently, my work focuses on the results of two multi-wave epidemiologic studies (Mexican Americans in one, while the other includes Cuban Americans, Anglo Americans, Black Americans, and Other Hispanics), and a two-wave study of Korean American elders living in Florida. I am also finishing up on a five-year evaluation of a Medicaid waiver program designed to keep persons with Alzheimer’s disease out of nursing homes for as long as possible. The latter study has been quite interesting to me, since in its later stages the demonstration program -- which was quite effective in reducing the risk of nursing home placement, when compared to four alternative Medicaid programs — became caught in the political and funding challenges that face not only Florida but our entire nation. Suddenly my (purported) ivory tower existence crumbled before the need to meet with agency staff, caregivers, and legislators. There is in fact a very real world out there!

This brings me to why I think my service as Member-at-Large might be of some benefit to the division. My expertise in matters pertaining to elders from culturally and racially diverse backgrounds may help to provide a voice for those communities that are often under-represented (I am, incidentally, also a member of Division 45, as well as 38 and 9). I also have gained some experience in public policy and dealing with the political world that might be useful.

Adam Davey

Division 20 has been a central part of my professional identity since my undergraduate studies at the University of Toronto. I would like to serve as the division’s member-at-large in order broaden experience with the division and APA governance. Since receiving a Doctoral Research Proposal Award (1995), I have served many times as a reviewer of student award applications (1998-2004), served as Chair and Co-Chair of the Division 20 Awards Committee (2003-4) and worked with other division members on the Program Planning Committee (1998-1999), Science Student Council (Member-at-Large, 1996-7), and as a regular reviewer for the Annual Meeting (1996-) and Psychology and Aging (1997-).

I earned my Ph.D. from the Pennsylvania State University in Human Development in 1997 with emphases in Gerontology and Research Methodology. My early career took me to the University of Georgia, and the Polisher Research Institute (formerly Philadelphia Geriatric Center). Currently, I am an Associate Professor in the Department of Public Health, College of Health Professions and Biostatistics Research Support Center, Temple University, where I also direct the Doctoral Program in Health Ecology.

My long-standing contributions to Adult Development and Aging Research include more than 100 publications and participation in a variety of funded federal and international projects on adult development and aging, usually with a strong methodological emphasis. Recently, for example, I led the data management and analysis core for a population-based study of centenarians (Phase III of the Georgia Centenarian Study). Today’s centenarians represent one in 5000 from among their birth cohort. Based on increases in life expectancy of 2.2 years per decade, it is projected that fully half of all children born today may expect to reach this age. Results from this study are providing essential normative data on central questions across a wide range of domains (e.g., genetic, physical, functional, cognitive, personality and mental health) and have the potential to inform central questions regarding primary aging, as well as the prevalence of various age-associated illnesses. Studying this unique group of exceptional survivors poses unique methodological challenges for researchers. As a result, we have had to develop or extend a variety of new methodological approaches affecting sampling, design, measurement, and analysis.

As a Member at Large, I look forward to bringing my energy and enthusiasm to Division 20 in new ways that will best serve the Division and have particular interest in strengthening the connections with other divisions such as Health Psychology (Div. 38) and Evaluation, Measurement, and Statistics (Div. 5).
I am currently an assistant professor of Psychology at Adelphi University in Garden City, NY. I received my Ph.D. from the University of Michigan in Developmental Psychology in 2006, after which I completed two years of postdoctoral work at the Intercultural Institute of Aging and Human Development at Long Island University.

My overall research program focuses on social relationships among 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, as well as a faculty development grant to study changes in social relationships across the transition to college.

I have been active in Division 20 of APA for 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 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 members Dr. Gregory Hinrichsen and Dr. Daniela Jopp.

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.

My name is Jordan Lewis, and I am Aleut from Naknek, in the Bristol Bay region of Southwest Alaska. My great grandparents are the late Paul and Anna Chukan of Naknek, and my parents are Cliff and Janis Lewis of both Naknek and Cannon Beach, Oregon. It is an honor to be considered for the office of Member at Large for APA’s Division 20. My recent involvement with Division 20 began during my doctoral studies, and I look forward to becoming more involved and giving back. I received my Ph.D. in Cross-Cultural Community Psychology from the University of Alaska Fairbanks (UAF), where I conducted research with Alaska Native elders in Bristol Bay, Alaska to establish an Indigenous understanding of successful aging.

I am currently a research associate with the Center for Alaska Native Health Research (CANHR) at UAF, and my research interests focus on Alaska Native elders, focusing on the challenges and benefits of aging in rural Alaska and exploring the behavioral health impact of relocation to urban cities.

It would be an honor to serve as a Member at Large for Division 20 of APA. If I am elected to the Division, I will be proud to serve my fellow psychologists and aging specialists and continue the effort to deliver all of the necessary health care services in all communities based on local resources, regardless of community size. With my background in gerontology and community psychology, I believe I will be a valuable asset to the APA Division 20 and hope to move the Division’s goals and initiatives forward with enthusiasm and energy. I am excited about the possibility of being more involved with Division 20, and I believe my dedication and passion for this area of work will help me serve effectively as a Member at Large.
Division 20 Council of Representatives Candidate Statements

Gregory A. 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 were 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 professional relationships with colleagues in aging. I am currently the Community Mental Health Consultant at the Office of Mental Health Services, Department of Veterans Affairs and am also Associate Clinical Professor of Psychiatry and Behavioral Sciences at the Albert Einstein College of Medicine.

I would be honored to serve as one of Division 20’s representatives to APA’s Council of Representatives and promise to faithfully and vigorously represent the interests of the Division and its membership.

Susan Whitbourne

My mission in representing you on APA Council is to ensure that the organization makes sound judgments that benefit both Division 20 and you, personally, as a member. Over the past three years of my most recent term, I worked to ensure passage of several major initiatives that benefit Division 20, including approval of Geropsychology as a Specialty and the Dementia Evaluation Guidelines. By virtue of my service on Council, I was elected to the Membership Board. Through this position, I worked to reduce APA dues by $40, bring students and early career psychologists into the pipeline, and foster collaborations between science and practice.

Successfully navigating legislation through Council requires strong connections with other Divisions as well as the state associations. I have worked hard to build those connections. My service to APA governance also includes chairing the Policy and Planning Board, membership on the Committee for the Structure and Function of Council, and participation in a number of association-wide and Presidential task forces. I am past president of the science caucus and now serve as the Nominations and Elections Chair of Womens Caucus. In February 2011, I received an APA Presidential Citation for my contributions to APA.

As a professor of psychology at University of Massachusetts Amherst, my research, teaching, and service reflect my passion toward psychology and aging. I direct the Rochester Adult Longitudinal Study (now in its 50th year). My current research includes the impact of videogaming on cognition in older adults. I teach a large undergraduate course on the psychology of aging and authored a text whose fourth edition is co-authored with my daughter, Stacey. A licensed clinician, I am the chair-elect of the Council of Professional Geropsychology Training Programs.

I look forward to serving another term on Council so that I can continue to work on your behalf to advance the cause of aging in our profession.
Nominate Your Department or Your Colleague for a Culture of Service Award

**Department Nominations**
The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Departmental Award for Culture of Service in the Psychological Sciences. This Award recognizes departments that demonstrate a commitment to service in the psychological sciences. Departments selected for this award will show a pattern of support for service from faculty at all levels, including a demonstration that service to the discipline is rewarded in faculty tenure and promotion. Successful Departments will also demonstrate that service to the profession is an integral part of training and mentoring.

Service to the discipline includes such activities as departmental release time for serving on boards and committees of psychological associations; editing journals; serving on a review panel; or chairing an IRB. Other culture of service activities that a department would encourage include mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. The focus of this award is a department's faculty service to the discipline and not their scholarly achievements.

Both undergraduate and graduate Departments of Psychology are eligible. Self-nominations are encouraged.

To submit a nomination, the following is required:
* A letter that describes and illustrates the department’s commitment to a culture of service (e.g., nature of the department’s commitment, effect on tenure and promotion, mentoring, effect on current and/or former students’ activities as a result of the department’s focus on service, etc.). The letter should be no more than three pages long.
* Three letters of support from individuals familiar with the department’s support for a culture of service. (These letters can be from current or past faculty members; a Dean familiar with the department’s service program; etc.)

Each Department selected will receive an award of $5,000 to be used for departmental activities. Nominations will only be accepted as electronic submissions to cultureofservice@apa.org. Please be sure to submit the nomination as a package that includes all the required letters. The deadline for 2011 submissions is April 1, 2011. For more information, please contact swandersman@apa.org.

**Nominations of Individuals**
The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Award for Distinguished Service to Psychological Science. This Award recognizes individuals who have made outstanding contributions to psychological science through their commitment to a culture of service. Nominees will have demonstrated their service to the discipline by aiding in association governance; serving on boards, committees and various psychological associations; editing journals; reviewing grant proposals; mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. Nominees may be involved in one service area, many of the areas, or all of the service areas noted above. An individual’s service to the discipline and not a person's scholarly achievements are the focus of this award.

To submit a nomination, provide the following:
* A letter of nomination that describes and supports the individual’s contributions (e.g., nature of the individual’s service to psychological science, positions held, etc.). The nomination letter should be no more than two pages long.
* A curriculum vita
* Three letters of support from individuals familiar with the nominee’s service to the discipline (These letters can be from colleagues who have served with the nominee; a Dean familiar with the nominee's service; former students; Association/Society presidents, etc.)

Award recipients will receive an honorarium of $1,000. The deadline for nominations is April 1, 2011. Nominations will only be accepted as electronic submissions to cultureofservice@apa.org. Please be sure to submit the nomination as a package that includes everything you need for the nomination. For more information, please visit the Distinguished Service to Psychological Science Award page on the Science Directorate website.

PsycAdvocates™ Day
August 4, 2011 — 9:00 am-4:00 pm

The APA Education and Public Interest Government Relations Offices invite you to join us for the 2011 PsycAdvocates Day, which provides members with an exciting opportunity to serve as federal policy advocates for psychology. This day-long event, which will end in time for “Opening Session” of the APA convention, will begin with a morning federal advocacy training that will include an overview of the federal legislative process, strategies for effectively informing and influencing policymakers, and a briefing on current legislative issues on APA’s advocacy agenda. The day will culminate with early afternoon visits to Capitol Hill to meet with Members of Congress or their staff to advocate on pressing issues facing the psychology community. The congressional visits are a requirement for participation in the workshop. No prior advocacy experience or preparation is required to participate.

CE Credits: 3
Enrollment Limit: 75
Fee: Member $75, Nonmember $100 (Breakfast and lunch will be provided as part of your enrollment fee.)
Enrollment opens April 15, 2011. Enroll online at http://www.apa.org/convention or call the CEP Office at 800-374-2721, ext. 5991. For more information or questions about this workshop, please contact Ben Vonachen at (202) 336-6097 or bvonachen@apa.org or visit the PsycAdvocates website at http://www.apa.org/news/events/2011/psycadvocates-day.aspx

Adult Development and Aging News Spring 2011
Student News
Submitted by Wingyun Mak & Andrew Bender

Reap the Benefits of Your APA Division 20 Membership!
Most students and psychologists know that membership in professional societies is an essential component to career development. However, other than simply listing APA Division 20 membership on your vita, there are some very strong benefits of membership you may not have considered. Below, we’ve assembled a list of some of the most valuable aspects of membership in Division 20.

Networking
One of the biggest advantages that Division 20 membership affords is the chance to interact with leading geropsychologists from all over the country. Whether you are in academia, private practice, or governmental service, members have numerous opportunities to network with others who share similar professional interests or whose expertise may offer critical insights not otherwise available. These networks can function as resources for job opportunities, possible mentorship, and research collaborations. Although face-to-face meetings at conferences may account for most networking opportunities, such occasions don’t happen everyday. Fortunately, Division 20 membership also offers a number of alternative approaches to professional networking. These may include getting involved in a Division 20 service role, communicating through the Listserv, or even just emailing a colleague with similar interests. Initiating such opportunities can be awkward at first, but the potential rewards are vast. With repeated exposure, you realize that 1) you can learn a lot from these interactions, 2) those with whom you connect are generally excited to discuss ideas with someone interested in their work, and 3) you may establish a rewarding, and even long-standing professional relationship.

Awards
In a field where everyone puts in a great deal of work without any guarantee of success, awards are a pleasant recognition of hard work gone right! Award opportunities are available for Division 20 members at all levels - undergraduate, graduate masters, doctoral, and postdoctoral. Applications are reviewed by leading researchers in your topic area, which adds to the prestige of the award. Awards can document your progress over time, make impressive additions to your C.V., and often come with prize money. Although you may second-guess your chances to win, you will never know until you try. Even if you don’t win, you will still have a drafted award application you can reuse in the future. This year’s award deadline is May 21, 2011, and will be here before you know it - we encourage you to visit the awards page of the Division 20 website below and consider submitting an application.
http://apadiv20.phhp.ufl.edu/stuaward.htm

Online Resources
Division 20 has its own website (http://apadiv20.phhp.ufl.edu/) dedicated to providing members with the latest news on aging, award and job opportunities, workshops, and other relevant resources for researchers, clinicians, and students. For example, if you’re an undergraduate interested in applying to graduate school but feel unsure of where to begin, the website offers an extensive guide to graduate study that details geropsychology programs all across America. Or, if you are a graduate student looking to improve your teaching style, the website offers a collection of syllabi and teaching tips from experienced instructors compiled over the last decade. The website also offers numerous other resources for members to download including information on continuing education, textbooks, and educational videos. Occasionally, Division 20 will host webinars on select topics, so keep an eye out for those as well!

Email Listserv
Want to stay in the loop about job openings, awards, networking, or mentorship opportunities, and other relevant information? The Division 20 Listserv is a great way to stay in the loop throughout the year. Visit the Division 20 website to find links (under the Listserv drop-down menu) and instructions on how to join. Reluctant to subscribe to another email list? The content of the Listserv is archived on the Division 20 blog (http://psyaging-l.blogspot.com/) and the main Division 20 page.

Additional Unrelated Perks
As a member of APA, you also have access to general benefits like various financial services, discounts on journal subscriptions, magazines, and travel, among many others. Check out this webpage for more information: http://www.apa.org/membership/discounts.aspx.

And of course, one of the best advantages of membership in APA Division 20 is being part of a world-class community of professionals devoted to aging and adult development.
Teaching Tips

Some Subtle Advantages of Online Learning

Julia Penn Shaw

Increasingly, both learners and teachers of psychology and human development turn to online learning to supplement traditional teaching environments. If you ask why, many will cite practical reasons such as: 24/7 access to a course; efficiency in distribution of materials and collection of assessments; consistency in responsiveness to all learners; and ease in record-keeping of assignments and grades. It is helpful to go to one online template and find all of the learner dialogues, the assignments, and your posted interactions with learners.

Online environments, we therefore admit, perhaps begrudgingly, do have practical benefits. Because we associate computers with mechanics, procedures, and well, computations, we expect computers to handle those facets of teaching well. Additionally, novice teachers and learners in the online environment are particularly aware of these practical aspects since procedures and routines must be learned just to get started.

However, having developed and taught online psychology and human development courses for eight years (managing an online program for a State University of New York college and overseeing the development of twenty-five courses), I also increasingly respect the ways that the electronic interface augments deep learning, even in the domain of human behavior, which is particularly associated with face-to-face teaching. I am particularly impressed with four ways that online learning augments adult learning: 1) critical and empathic reflection with others; 2) integration of new ideas with prior personal experience; 3) effective communication of one’s ideas with others; and 4) personal responsibility for one’s own learning.

Reflection: The very aspects of online learning that differ most from the face-to-face environment - separation of the student in time and space from the instructor and the class – can be used to increase both critical and empathic reflection. Critical reflection requires exposure to new ways of viewing one’s life independently and also to viewing one’s life from multiple perspectives over time. The extended online opportunity to write one’s thoughts for personal and group reflection, to respond to written feedback from both the instructor and the class (depending on the structure of the assignment), and to carefully cite references (clearly distinguishing one’s own ideas from those of others) can all contribute to deeper articulation of one’s perspectives. The role of the instructor, rather than being diminished, can actually be heightened by the opportunity to closely respond to the unique path of each student’s reasoning. Thoughts that would otherwise be internal are made manifest and can be reflected upon through online exchanges.

Integration: Erikson was right (Erikson, 1980/1994): the desire to integrate different aspects of our lives is strong, increasing as we age, and is frequently a compelling reason for returning to school as an adult learner. This may be particularly true of students in human development, who come willing to weave past experiences with new learning; who desire to have richer relationships with their families and peers; and who want to learn about learning so they can teach others more effectively. The online environment encourages constructive integration by being accessible to the adult learner who could otherwise not be a student, by the required thoughtful nature of online exchanges, where one’s words are reviewed again and again, and by the continued availability of all that one has written across a term.

Communication: Online courses offer opportunities in our current world to experience some of the advantages of journaling and letter-writing afforded to reflective souls in earlier ages, but with responses to reflections sent potentially as quickly as instant messages. The exchanges of insights, visuals, videos, and voice plus the discipline of the academic framework potentially bring clear statements of the problems of the world and articulated possibilities for their solutions to our fingertips. Many blogs take the classroom format of communicator/participants/idea-exchange from the online classroom to the world-wide web. The opportunities to make use of skills learned in online environments are exploding.

Responsibility: In an online environment, all learners typically respond to all discussions and assignments. In a sense, they are all “called on” for all aspects of the class. Potentially, learners may create their own discussion topics, model their own assignments, and even negotiate to revise the direction or level of expectations; but once these commitments are made, the responses to the expectations they have set are visible to both themselves and their instructor. This is useful for both responsible learners who can assure themselves that they have met expectations and for learning-to-be-responsible learners who get natural feedback on ways to improve, moving all students towards intrinsic motivation and self-directed learning.

There is no upper age limit in online learning, and, indeed, an advantage to learning online is that one’s physical self becomes secondary to one’s learning goals and contributions. Much generative mentoring does occur, particularly in the human development field, between learners with experiences to share (both younger and older) and other learners who can ‘listen’ online carefully. Many of the attributes of online learning provide

Continued on p. 17
COMMITTEE REPORTS

Fellows (Susan Whitbourne). Currently there is only one person who has submitted their credentials, with another person whose application is in process. The deadline for submission is December 1st to the fellows committee; APA’s deadline is February 1st. The committee is encouraging that people submit materials, both potential fellows and nominators, forms are available on the APA website.

Council Report (Susan Whitbourne). The apportionment ballot is out, please vote to support Division 20. There is much strategic planning going on at APA where some aspects of governance are being reworked. There are quite a few people in the field of aging running for the APA board. This process requires that people get their names out there. Susan was asked about her views on the proposal to have state representation on council. Sue wrote a con statement to the position that each state or territory would get at least 1 vote as there are only so many votes (162) and this would reduce the role of the divisions in representation. This issue will be taken up by the governance task force and Susan’s recommendation is to wait on the state representation issue until this task force provides a recommendation.

Continuing Education. Joe Gaugler is working with Shevaun Neupert to produce a webinar for CE credits. If people are interested in the seminar, they can join Division 20, and the fee will be waived. The hope is that this is a way to bring in new members to Division 20. Thanks were given to Joe on behalf of the division for doing this webinar pro bono. Need to get a report from Shevaun about where we are at in terms of the continuing education seminar for APA 2011. The pricing for the seminar will be worked out between Joe Gaugler, Cameron Camp, and Keith Whitfield.

Program Committee (Lynn Snow). We will have 14 hours for substantive programming and 7 hours for nonsubstantive. Cameron and Paula are working on a couple of symposia including some on issues surrounding new diagnostic criteria and treatment for Alzheimer’s Disease. Some discussion occurred surrounding the continuing scheduling conflicts. Deadlines for preconference workshops may be January 3rd, deadline for proposing CEs may be now past the deadline. Need to follow up on submitting a preconference workshop. Cameron, Lynn, and Paula will follow up on whether the date is past for the CE and preconference workshops. Deadline for applications may be December 1st. A concern was raised that we should propose a social event that is cheaper, so that it can be more inclusive.

Treasurer’s Report (Keith Whitfield). Not much has changed in the Division 20 fund. Keith has paid out all of the awards. Keith requested that if you want an expense reimbursed from Division 20, please be sure that you place your name on the receipt. Please send Keith the charges as soon as they are incurred as this facilitates the reimbursement process through APA. Keith indicated that it would be beneficial for the treasurer to have a credit card. Cameron asked Keith to look into having a credit card and check with other treasurers in other divisions.

Membership (Joe Gaugler). Worked hard in the fall to make sure that he followed up on ideas generated at the APA meeting quickly. The feedback received about changes in membership categories has been very positive. October membership categories haven’t come out yet. Keith and Joe will take a look in January to see whether the changes in membership categories are making a difference in terms of membership. The membership survey that was conducted is illuminating: early career issues came up that could be addressed as well as a feeling of greater inclusion. The idea was expressed that a mentorship activity in advance of the conference might be a good idea. Questions came up as to whether to open up the listserve so that a larger range of issues could be addressed on the listserve. Joe will put a question on the listserve, to address whether there is interest in some change in how the listserve is used.

Education (Susan Charles). The education committee is still doing teaching tips in the newsletter and is undertaking a revision of the survey of graduate programs. Susan will stay on the committee until the survey is done. There was agreement to put syllabi of classes on the website. There was interest expressed in having new individuals on the education committee.

Newsletter (Grace Caskie). Next deadline for the newsletter is February 15th. Grace expressed thanks to Jennifer Margrett for all of her work on the newsletter over the years. There is a possible change in the software that will be used for the newsletter. Thanks to members at large Lisa Brown and Derek Isaacmanowitz for submitting or coordinating feature articles for the newsletter: If you have something you want to write about, please do so. Please send articles in arial font, 10 point, and single spaced.

Awards (Ron Spiro and Jacqui Smith). Ron has requested that someone else assume responsibilities for awards. Need someone else to help in this capacity. Jacqui Smith will send Cameron some names. John Santos was never given the money for the award, wants to talk to Peter about giving the award money back.
CONA (Debbie DiGilio). Cameron Camp is on the dementia taskforce, updating the 1997 report that Norm Abeles pulled together. There will be updated guidelines, which will go to council in January. There will be some statement from APA on the biomarkers of Alzheimer's. APA will then take these statements and do some Hill visits, briefings, and public service. The handbooks for the Capacity Assessment Project have been prepared. There will be some CE programming based on the handbooks. APA will do a survey as to how people are using the books. Presidential taskforce on caregivers is moving along, there will be something on the APA website soon, information that will be useful for a generalist. One of the areas included in the materials was prepared by Bill Haley on scientific areas of research (veterans, ethnic diversity, etc.). Next year the president of APA has on her agenda immigration (they are trying to keep aging on her mind) and discrimination. Diane Elmer is being promoted and is overall all public interests, she has been really strong in aging. There will be a task force involving John Cavanaugh, Susan Whitbourne, and Cameron Camp that will form a position on treatment and diagnostic criteria for Alzheimer's disease. Cameron would like to have something in the American Psychologist. Sara Qualis is chair of CONA next year and will coordinate such efforts.

Postdoctoral (Wingyun Mak) and graduate student (Andrew Bender) reports. Both Wingyun and Andrew will work with the program committee to put something on the program. They will also explore the possibility of organizing a social event.

Early Career Task Force (Peter Lichtenberg). There is now information on the APA division website. A lot of early career psychologists do not attend APA, instead they go to GSA and Cognitive Aging. Ann Pearman has agreed to work with Peter. Peter would like to do 2 webinars: Research Grants (aimed at early career persons or more senior person) and one for clinicians (work in hospital settings), or clinical practice (how to you build your clinical practice and reputation). Peter has some ideas of people who would be good to lead these webinars.

2010 Science Leadership Committee. Cameron will forward his report onto the Executive Committee.

Update on Fundraising (Liz Zelinski). The committee has 4 people: Liz, Dan Mroczek, Ron Spiro, and Lynn Martire. They are reviewing the 1000 foundations that Liz has identified as providing funding for aging research. The committee is currently in the process of determining whether any of these foundations are potential targets for applications for funding. The committee is planning to have a conference call in December to share initial findings and will be in touch with Cameron if any organizations are found to be appropriate.

President’s initiative. Cameron Camp will be soliciting the membership for stories of people who have lived well — a sort of chicken soup for the soul. Proceeds from the book will go toward awards for Division 20. He has talked with APA publications but they want a different kind of book (e.g., Mind Games).

Old or new business. None.

Adjourn.

At the conclusion of the meeting, Cameron Camp presented an award for Lifetime Achievement to Ron Abeles, for his long-standing dedication to the welfare of Division 20.

Council Report, continued from p. 5

allocates at least 5 votes for Division 20, we would easily make the cutoff for two representatives. We’d do even better if you allocate 10 votes. In the fall, we will be sending out the yearly reminder to encourage you to vote in the apportionment ballot; if you have any ideas for making the process more effective, please let us know.

Thank you for your support and interest on behalf of adult development and aging in governance. Many of you have served on boards and committees, presidential task forces, and working groups. We appreciate all your hard work!

Teaching Tips, continued from p. 15

andragogical advantage for adult learners. The online opportunity can be a petri dish for compassion for others at different life stages, within different family constellations, and having different social and political attitudes. Online education has moved from being dismissed with disdain to being regarded as a formidable and promising vehicle for learning for practical reasons – and increasingly for pedagogical reasons as well.

Reference


Julia P. Shaw, Ed.D., is an Associate Professor at SUNY-Empire State College, having chair responsibilities for the Human Development Program at the Center for Distance Learning, among the largest programs in Human Development in the State University of New York system. Her research interests are in lifespan development from adolescent through old age, focusing on “the development of wisdom” and the construction of meaning-making in adulthood.
with members of close social networks, which thus would encourage involvement in more positive situations rather than solely depending on their internal cognitive resources. As of yet, researchers do not know exactly how older individuals use their external resources to manage their emotions and future work needs to understand how they compensate for the loss of internal resources. Individual difference factors could play a role as some older adults may rely on external resources more readily than others. Some may reap greater benefits from external support because of differences in interpersonal skills and the level of social connectedness.

**Future directions**

Affect-relevant and cognitive factors may not be the only variables that play a role in affective functioning. The influence of other individual difference factors such as functional health, socioeconomic status, and well-being on positivity effects in attention and in emotion regulation also need to be examined. For example, based on what is known about the relationship between emotional experience and functional health – a positive pattern of affective functioning is not reported by older adults with low levels of functional health (Kunzmann, Little, & Smith, 2000) – this individual difference factor might also impact their ability to manage their emotions. Older adults in declining physical health may be especially conservative in deploying resources, which could result in reduced emotional control and mood stability.

Additionally, recent research found that older adults who were better able to increase their expression of experienced emotions while watching a disgusting film clip had higher income and socioeconomic status (Côté, Gyurak, & Levenson, 2010). In this research, participants amplified their experience of negative emotions; however, additional work is required to determine the relationship between income and socioeconomic status and the ability to decrease the experience of negative emotions. Moreover, individual difference factors that promote both effective and ineffective emotion regulation in older adults need further investigation.

In conclusion, we have noted that certain affect-relevant and cognitive profiles are associated with positivity effects in attention, as well as promote effective emotion regulation, in later adulthood. However, much work still is needed to determine the extent of these factors and others that also could contribute to individual differences in positivity effects and emotion regulation abilities. Older adults represent a diverse group of the population and studying age-related changes only at the group-level may not be the optimal way to understand emotional life in later adulthood. Again, we are reminded that, for many psychological constructs, between-person variability increases with age (Dannefer, 1988). It appears that affective functioning is not immune to this trend. A one-size-fits-all approach will not only misconstrue the developmental trajectory of affective functioning in adulthood, but it also will limit the amount of help and understanding older adults with vulnerable characteristics might receive.

**References**


Mary Jo Larcom is a fifth-year PhD student working with Dr. Derek M. Isaacowitz at Brandeis University. Her research interests include studying age-related changes in emotion regulation and emotion recognition and seeing how these two processes might relate to one another.

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In response to the need to create flexible membership options and encourage more robust participation in Division 20, we are excited to announce two new membership categories for new or current members:

1. Professional affiliates are persons who, due to their proficiency in areas related to the mission of the Division, can contribute to the Division’s objectives but do not hold membership in the American Psychological Association.

2. International affiliates are also proficient in areas related to the mission of the Division and can contribute to the Division’s objectives, but reside in a country outside of the United States. International affiliates do not have to hold membership in the American Psychological Association to join Division 20.

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