

# Adult Development & Aging News

Volume 41, Number 3  
Fall 2013

20  
DIVISION

Adult  
Development  
and Aging

## Inside:

|    |                                    |
|----|------------------------------------|
| 1  | <b>President's Message</b>         |
| 3  | <b>Awards</b>                      |
| 4  | <b>Council</b>                     |
| 5  | <b>Call for Submissions</b>        |
| 7  | <b>Teaching Tips</b>               |
| 10 | <b>APA Presidential Candidates</b> |
| 13 | <b>Early Career Task Force</b>     |
| 13 | <b>"Talk of Ages"</b>              |
| 14 | <b>Student News</b>                |
| 15 | <b>Continuing Education</b>        |
| 15 | <b>Fellows</b>                     |
| 16 | <b>Executive Board Minutes</b>     |
| 18 | <b>Executive Board Members</b>     |

## President's Message

During the past year, while I've been President-Elect of the Division, I've thought a lot about the challenges that we face as a Division. As someone who has been in the field of aging for 30 years, I see aging research and psychological practice with older adults as having come a very long way. I teach an undergraduate course in Psychology of Aging, and it's not at all challenging to find interesting work that's done at the state of the science across areas as diverse as neuroscience, cognition, personality, social, and clinical psychology. I see an increasing number of universities turning out strong psychology PhDs who focus on aging, and the caliber of scholars who win our divisional awards is impressive. At an institutional level, APA has gone from an organization that largely ignored aging issues to one that is an important voice promoting the value of psychological science and practice in addressing the needs of an aging society. APA has also made huge strides in recognizing and advancing clinical geropsychology, with APA endorsing Guidelines for Psychological Practice with

Older Adults and with ABPP accreditation in Geropsychology proceeding successfully.

Despite these successes in our field, Division 20 faces a serious challenge in terms of membership. We are having a difficult time engaging junior colleagues to join APA and the Division and in continuing membership. Many of our members are themselves aging and moving into non-dues-paying status. When I talk to junior colleagues, many don't see the point of being a part of APA or the Division. This has caused me to reflect on what being a part of Division 20 has meant for me and what to tell colleagues about why being a member of APA and Division 20 is valuable.

I didn't study aging in graduate school. In fact, my clinical psychology program didn't offer a class or a lecture on aging, and I never saw a client over age 50 in our clinic. I happened on aging when I completed my internship at the



**Bill Haley**  
Division 20 President

University of Washington-Seattle and found myself without a job. I took an NIMH postdoc in Geriatric Psychology and made research and practice with older adults a specialty after that very positive experience.

In my early years doing aging research, I didn't know many colleagues with interests in aging. I hadn't been a part of one of the large training programs of the period, and I didn't have many senior level colleagues to provide me with mentorship and opportunities. In the early years of my career, I was fortunate to have a number of senior Division 20 colleagues step up and provide me with key support. One early

Continued on p. 2

**Adult Development & Aging News is edited by Grace Caskie (Lehigh University).**

**Deadlines for submissions are: September 1 February 15 June 1**

**Mail Queries:**

Grace Caskie  
Associate Professor  
Dept. of Education and Human Services  
Lehigh University  
111 Research Drive  
Bethlehem, PA 18015  
Phone: 610.758.6094  
Fax: 610.758.6223

**Material Submission:**

caskie@lehigh.edu

**Address Changes:**

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

**President's Message, continued from p. 1**

example was Powell Lawton. While Powell was Editor of *Psychology and Aging*, I submitted a paper with good ideas, good but limited data, and a weak statistical approach. Instead of rejecting my paper, or sending me a pro forma revise and resubmit letter, Powell wrote a letter detailing just how I might deal with the statistical issues in my paper, while taking into account the limitations of my sample size. His guidance helped me publish my first paper in *Psychology and Aging* in 1987, and the paper ended up being widely cited and a key to my future success.

Margaret Gatz is another senior Division 20 colleague who stepped up and gave me some major opportunities in my career. Although I hadn't gone to USC, I began to notice Margy attending my presentations at GSA and APA and encouraging me and my work. Margy also gave me a major opportunity by supporting my appointment to the Editorial Board of *Psychology and Aging* in 1993. Around that time, Margy and I were asked to write a book chapter together reporting on the proceedings of the 1992 National Conference on Clinical Training in Psychology. Margy treated me like a colleague, and let

me be first author on this work. This was a huge boost to me. This kind of generosity seems to be part of the tradition of Division 20. It's a group that truly cares about this field and in supporting and mentoring the next generation of scholars and clinicians. I think many of us share a missionary zeal for this field and are invested in the success of junior colleagues.

When I was first appointed to be Associate Editor of *Psychology and Aging* in 2003, I sent out one of my first manuscripts as Action Editor to a senior colleague (whom I won't name) I had met through Division 20. She provided a great review, but also privately chided me for sending this paper out for review at all, instead of triaging it. This was a great and important lesson for me that really helped me to do a better job in the future. It's great to be a part of a community of colleagues who call them as they see them and set you straight every once in a while.

I could continue this for a long time ... so many Division 20 members have helped me in my career and become good friends. Besides senior level scholars, Division 20 has

helped me develop a peer network for support. It's been great to see others who completed their PhDs around the same time I did become successful leaders in our field. It's always a joy to see these colleagues at APA and GSA meetings and talk about the new challenges we face in running programs, maintaining grant support, and mentoring students.

Division 20 has also offered me many opportunities to be a part of APA activities that are very important for advancing opportunities for psychologists who do aging research and practice, and that contribute to the public good. I've participated in APA Task Forces on Primary Care and End-of-Life Issues. Being a part of these activities, I was able to make sure that aging issues were a major component of the discussion. I was a part of the APA Presidential Task Force a few years ago that developed the APA Caregiver Briefcase, which has brought information about evidence based assessment and intervention to psychologists who aren't specialists in this area.

Continued on p. 3

**APA Division 20  
2013 Award Recipients  
Submitted by Cory Bolkan & Karen Roberto, Co-Chairs**

1. Student Awards

- D20 Doctoral Dissertation Award: **Igor Grossmann, PhD**
- Walter G. McMillen Memorial Award for Parkinson's Disease Research: **Deepti Putcha**
- Travel Awards to Present Completed Research at APA Convention:
  - i. **Amy Houston**
  - ii. **Colin Mahoney**
  - iii. **Melissa Shreve**

2. Early Career Award

- Springer Publishing Company Early Career Achievement Award in Research on Adult Development and Aging: **Allison Bielak, PhD**

3. Mid-to-Late Career Awards

- APA Division 20 Mentorship Award in Adult Development and Aging: **Jacqui Smith, PhD**
- M. Powell Lawton Distinguished Contribution Award for Applied Gerontology: **Richard Schulz, PhD**
- John Santos Distinguished Program Development in Clinical Gerontology Award: **Forrest Scogin, PhD**
- Baltes Distinguished Research Achievement Award: **Roger A. Dixon, PhD**
- D38 & D20 Developmental Health Award: **Mary Ann Parris Stephens, PhD**

**President's Message, continued from p. 2**

Through APA's Office on Aging, I've been able to provide commentary and support for APA's responses to major initiatives that really matter for psychology and the public, such as the IOM report on the Mental Health Workforce for Geriatric Populations, and the National Plan to Address Alzheimer's Disease. I haven't been a member yet, but APA's Committee on Aging also has a major role in advocating for psychological science within APA and agencies like the NIA. APA is a very important force for good in the field of aging, and being an APA member and Division 20 member allows psychologists to support and participate in these efforts.

In summary, being a part of APA and Division 20 has been a key part of my professional identity and success over 30 years in the field of psychology of aging. I can't imagine that my career would have been as successful or fulfilling without the opportunities, connections, and friendships I have gained through Division 20. Throughout my presidential year, I'm going to ask some colleagues to share their stories about what Division 20 has meant to them in our newsletter. For everyone reading this, I urge you to share your stories with colleagues, encourage them to join the Division, and do what you can to make Division 20 thrive.

Best wishes to all, and I'll look forward to seeing many of you at GSA.  
Bill

## **Council of Representatives Report**

### **Submitted by Susan Whitbourne & K. Warner Schaie**

The Council of Representatives (COR) held two afternoon meetings during the APA Convention. The majority of time was spent debating the proposed changes to APA governance known collectively as the “Good Governance Project” or “GGP.” The purpose of GGP is to create a governance structure that would be more “nimble” than the present two-tiered system of the COR and the various boards and committees. In addition, GGP is intended to create a structure that will facilitate the APA’s Strategic Plan. Finally, adopting the proposals of GGP is intended to increase member engagement.

There was a lively debate on several of the more controversial GGP motions. The most critical, in our opinion, includes the proposal that COR no longer have fiscal responsibility for APA operations but, instead, becomes a policy-oriented body. The responsibility for budget and internal policy matters will move to APA’s Board of Directors for a 3-year trial period. The second major change will alter the Board of Directors so that it would include 6 members-at-large elected by, and drawn from the membership. Candidates would be selected based on a needs assessment following an open nomination process. Currently, the 6 at-large members on the Board are selected by COR vote.

Those motions that passed with little debate include enhancing the use of technology in governance, to create a “triage” system that would allow governance to act quickly on new issues as they emerge, and to expand COR’s scope so that it focuses on directing and informing major policy issues and ensuring policy is aligned with APA’s mission and strategic plan.

Several key related GGP proposals were not addressed due to the fact that discussion was not held until almost the very end of the COR meeting. Although there was agreement that there needs to be an “implementation work group” or IWG to be appointed that would develop further a new COR model. In one model, each division and state, provincial, territorial psychological association (SPTA) would have one seat, and there would be additional seats for other perspective groups/affiliated organizations. The second model would include some elements from the first model, including one unit/one vote

for divisions and SPTAs, and may add disciplinary/mission based seats (e.g., education, science, public interest practice and health) and diversity representatives (such as ethnic-minority psychological associations, early career psychologists, members of the American Association of Graduate Students). Both models would result in a smaller Council.

Currently, the council has 162 members from divisions and SPTAs, plus members of the Board of Directors. It is anticipated that the new structure would include 134 to 140 members, not including the Board of Directors. The working group, which will be appointed by the APA president, is charged with developing an implementation plan for each of the motions approved by the council, in addition to further developing the two proposals to change the council’s structure. The working group will begin to share its recommendations with council at its February meeting.

Any changes to the Board of Directors or Council’s structure must be approved by the membership through a bylaws amendment. The bylaw ballot is expected to be sent to members for a vote next year, once the council has given any approval for structural changes. The other changes approved by the council do not require a bylaws change.

As your divisional representatives, we are concerned that although GGP will include important revisions to governance, the possibility exists that the current system of checks and balances could suffer. With COR having fiscal responsibility, all proposals from the Board (or any other group) with a price tag needed COR’s approval. In the revised system, this will not occur. Second, we are concerned that by reducing divisional representation, our members will have less of a voice in governance. Third, left unresolved is the question of the fate of the Boards and Committees. Much was left unspecified, which is perhaps inevitable given the magnitude of the GGP’s proposed changes.

Continued on p. 6

**APA 2014  
CALL FOR SUBMISSIONS**

**2014 American Psychological Association Convention**

Washington, DC

August 7–10, 2014

**Division Submission Deadline: December 2, 2013**

<http://www.apa.org/convention>

Division 20 invites submissions on topics related to the presidential theme of “Translating Aging Theory and Research to Intervention and Practice” identified by President Dr. William E. Haley.

Submissions are invited **only** in the form of symposia and posters.

Individual paper submissions will not be programmed.

Questions may be directed to Program Co-Chairs, Joann Montepare ([jmontepare@lasell.edu](mailto:jmontepare@lasell.edu)) and Christopher Rosnick ([crosnic@siue.edu](mailto:crosnic@siue.edu))

**Upcoming APA Convention  
Dates and Locations**

August 7-10, 2014  
Washington, DC

August 6-9, 2015  
Toronto, Ontario, Canada

August 4-7, 2016  
Denver, CO

## Council report, continued from p. 4

The GGP was well-intentioned, but with details of the IWG's selection process left unresolved, we are unsure about how these proposals will be translated into concrete action items. In the next few weeks, more details of these changes will be released through *Monitor* articles; please read these and let us know what you think.

Another issue that came before COR (in our current role as the fiscal overseers) was the revelation earlier in the summer that the APA budget will come in with an unanticipated \$3.2 million deficit. The deficit was due to a shortfall in the APA publications revenue. COR had not learned about this deficit until several months after it had been discovered.

Most of the business items were on the so-called "Consent Agenda," meaning that they would not come up for discussion on the COR floor. These included the approval of the revised geropsychology guidelines as well as revised guidelines for the psychology major. These include new teaching tools as well as student learning and benchmarking measures.

At the graduate level, the council adopted a resolution on accreditation for programs that prepare psychologists to provide health services. The APA policy now states that to practice as an independent health service psychologist, candidates must graduate from an APA/Canadian Psychological Association accredited doctoral program and internship or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of education and training programs that prepare students for entry into professional practice. The resolution gives unaccredited graduate programs five years to become accredited and seven years for internship programs to gain accreditation. (This policy will not impact students currently in the pipeline and allows for grandparenting of those graduates from unaccredited programs who are now licensed providers.)

At the professional development and continuing education level, the council adopted a resolution that details and codifies quality standards, including a call for evidence based continuing-education methods and

program content. COR also adopted guidelines for the practice of telepsychology.

On a matter that caused considerable debate, COR adopted a resolution that reconciles APA's policies against torture and other forms of cruel, inhuman or degrading treatment or punishment and those related to psychologists' work in national security settings.

The new APA resolution does not create new policy but makes existing policy in the area more internally consistent and comprehensive. This reconciled policy rescinds of report of the APA Presidential Task Force on Psychological Ethics and National Security (PENS) and retains the Association's 2006 policy concerning torture and the 2008 member petition on psychologists' work in national security settings.

We wish to remind you that there will still be a council reapportionment vote this year, so please remember our "10 for 20." Finally, elections to boards and committees are occurring in October, and if you are running for a position, please be sure to submit your materials to the council caucuses. There will also be announcements of open slates for the 2015 elections that the division receives, so please consider running for a spot in one of these positions.

In closing, we are always happy to answer any questions you have about COR's actions or to hear from you about ways to improve how APA serves its members.

## TEACHING TIPS

### William Hoyer's Words of Wisdom

As interviewed by Joseph Mikels

As William Hoyer, Ph.D., Professor of Psychology at Syracuse University, prepares for retirement after over 40 years in the field of adulthood and aging as a scholar, researcher, teacher, and textbook author, we invited him to share his wisdom with us. In this edition of Teaching Tips, Joseph Mikels conducted an interview with Bill regarding his experiences and thoughts about textbook writing and teaching in the field of adult development and aging.

#### **How did you become interested in writing a textbook for courses in the area of adult development and aging?**

My interest was teaching-driven, i.e., to describe and explain the main principles and key findings in our field in ways that would interest and be useful to undergraduates. I first became interested in trying to write a text in this area a long time ago — soon after arriving at Syracuse University in 1972 as a newly minted assistant professor. One of my teaching assignments was the large section of the adult development and aging course, about 80 students every semester. Honestly, I was quite unprepared to knowledgeably cover the full breadth of content for the course, even though I touted in the job search process having both research and teaching expertise in this area. I had previously taught sections of Introductory Psychology and Life-span Development (supervised by Warner Schaie) while a graduate student at West Virginia University.

Then, as now, it would not be possible or wise for a new, non-tenured Ph.D. to single-handedly take on the preparation of a textbook in a broad and fast-evolving area such as aging. So, Margaret Huyck, then fresh from her training with Bernice Neugarten and others in the Committee on Human Development at the University of Chicago, and I teamed up to co-author *Adult Development and Aging*, published in 1982. Margaret Huyck was most familiar with the work on adult personality and generations, whereas I was most familiar with topics in cognitive and neurobiological aging. Together we worked hard to integrate our disparate interests, the available material, and our different writing styles. The feedback and comments at the time were largely favorable in regard to balance and comprehensiveness of coverage.

#### **The decade of the 1970s was an interesting time for the field. Could you tell me a little about your view of the historical context and your graduate training?**

I had completed my Ph.D. at West Virginia University in 1972. I still think I was very lucky to have been a graduate student and new assistant professor in the early 1970s, and especially to have had the experience of a remarkable cohort of peer colleagues and the extraordinary mentorship and support of Paul Baltes and Warner Schaie. Looking back, it seems that the research outlets welcomed, maybe even begged for, the expansion of developmental psychology toward a more grounded and inclusive life-span science. I think the decade of the 1970s was formative for life-span psychology and adult development and aging. The journal doors seemed to be open, and there was clearly much work to do that could potentially advance theory, research, teaching, and application in the emergent field of adult development and aging. Developmental Psychology, largely child-centered then, was ripe for exploring the usefulness of expanded frameworks for thinking deeply about the nature of human development, but the data and findings were scant. In the United States, programs and centers at USC, Washington University at St. Louis, University of Chicago, West Virginia University, Georgia Tech, Penn State, Duke, Wayne State, Michigan, and Syracuse University, to name a few, seemed to be the hot spots for new research and for innovative training in the study of human development. Of course, well before then, the life-span approach had roots and impact in Europe, especially Germany.

Continued on p. 8

## Teaching Tips, continued from p. 7

### Can you comment on how the core coverage associated with the field has changed over the years?

Needless to say, there have been tremendous changes since the 1970s. One of the challenges has been and continues to be to understand and refine what holds the field together theoretically and conceptually, or core-wise, and to update accordingly the science and applications that create value for the field. The aging course and the texts for it that are in use today bear only slight resemblance to the 1982-ish context. The course continues to be a very popular one at SU and at many colleges nationally and internationally, but the bases for student interests in the field vary widely within the course and probably across campuses. To try to characterize the course in an inclusive way, I've come to the view that the aging course can serve three goals for students. First, some students are drawn to the personal growth implications of the material. That is, what can or should I do (or not do) to live a healthier, longer life? Second, some students use or apply the course content for professional or career preparation. About 30% of the students at SU who take the aging course are preparing for or considering a career that involves working directly with older adults or in settings that serve an older population (e.g., social work, nursing, nutrition, counseling, health administration). Third, some students are drawn to the science and academic aspects. These students are intrigued by fundamental questions about what aging is the aging of. Some are psychology majors considering graduate school in developmental, social, cognitive, or clinical psychology or in an area in health science. I think my naïve goal is still to encourage as many students as possible to pursue research or applied careers in aging.

Since the Huyck and Hoyer (1982) text, I've co-authored six editions of *Adult Development and Aging* with wonderful colleagues, John Rybash and Paul Roodin. In the sixth edition published in 2009, Paul Roodin and I aimed to include the best material we could find related to the overarching themes of personal or self-development, practical applications, and basic science foundations.

The great news is that the topic of aging has grown and strengthened in terms of its significance for its parent field, psychological science, and for other interdisciplinary fields and professions including medicine and public health. The field of adult development and aging no longer has to justify itself merely as an extension of child development. Instead, teaching-wise and research-wise, it seems to me that the current and future status of our field has to do with the scientific and practical benefits that accrue from understanding the outcomes of the interactions among aspects of personality, cognition, culture, health, and biology across time during the adult years and in late life. So, I think what holds our field together now are the scientific and practical benefits that come from understanding developmental phenomena across multiple, interactive dimensions (e.g., memory, cumulative stress, and bio-genetic factors).

### What in your opinion are some of the hot topics to be covered in a text or course in adult development and aging today?

This is a hard question to address because there are so many new and remarkable discoveries that have implications for the understanding of aging. Work that re-shapes thinking seems to be occurring at an unprecedented rate for many of the phenomena that comprise aging. For example, at a basic level, new work in epigenetics makes clear how environmental effects interact with genetic mechanisms to produce unique developmental outcomes. Even students who seem hard to reach in the classroom are struck by findings that demonstrate that genes can be turned on or turned off by particular environmental exposures and stressful contexts and that such epigenetic actions have consequences for unique, individual development. This work spells out a mechanism for the usefulness of the bio-cultural constructivism model.

Another hot research area that has broad implications for individual development through life is health behavior. Again, even hard to enthuse students in the classroom seem to appreciate the importance of work demonstrating

## Teaching Tips, continued from p. 8

the extent to which behavioral actions determine in large part the individual's health-span and life-span. We discuss in class the actual causes of the leading causes of morbidity in terms of health behavior. That is, heart disease and cancer are leading causes of morbidity and mortality in the United States and in the world, and un-healthy behavioral choices such as smoking, poor diet, and sedentary and stressful lifestyles are known to be actual causes of these "leading causes."

A third example is that matters related to cultural contexts and racial-ethnic diversity warrant coverage in a new light and not only as a chapter or section on descriptive demographics. Consideration of socio-cultural and racial-ethnic factors goes hand-in-hand with coverage of mental health, physical health, social networks, work, and other topics. For example, research showing the reliable negative effects of stresses associated with racial inequality on mortality and morbidity indices often captures the attention of hard to enthuse students.

**So, you have been teaching the aging course at Syracuse University for over 40 years. Can you mention particular pedagogic or organizational strategies that you have found effective for the course?**

Let me mention two. One is that I begin every class by distributing a one-page "quiz" that has 5-10 questions about main points and specific findings to be covered in that class meeting. Students answer the questions during the class meeting. These pages are collected at the end of class, and I use them for attendance-taking, for gathering specific feedback about the effectiveness of coverage, and for actively engaging the students in the material as we cover it. Students' answers (and their doodles) are not graded and do not contribute to course grading.

Another device is that I distribute review questions 1-2 weeks before each of 5 unit tests. Students have the option of turning in answers to these review questions at the review class meeting before the test. These are graded and can add as much as 10 points to the student's unit test score. Most students opt to turn in answers to the review questions. Students say they actually enjoy the challenge of hunting down specific answers to specific questions in preparation for the test. I make sure that there is a close correspondence between the review questions and test coverage.

I carve the course into these 5 units

1. Developmental theory, demographics, and cultural and biological bases
2. Adaptation, mental health, physical health, Alzheimer's and other diseases
3. Cognition, memory, senses, wisdom
4. Relationships (within and between generations), social networks, and work
5. Life-span and health-span revisited, dying and death

Note that having 5 tests and the two course structure devices I mentioned (turning in attendance quizzes and answers to review questions) exploit the idea that students learn best by testing. I show the students David Myers' YouTube link on how to make things memorable (see <http://www.youtube.com/watch?v=rFIK5gutHKM>).

**Do you plan to write another book for this course or come out with another edition of Hoyer and Roodin (2009)?**

Paul Roodin and I have decided to not prepare a seventh edition. Part of our decision has to do with the fact that the book publishing business is in transition. The market for printed books in second-level or third-level courses in psychology is shrinking and no longer strongly supported by the leading publishers. Generally, printed texts are quite costly for students, and the texts go out of date quickly.

Continued on p. 12

## APA Presidential Candidates Comment on Adult Development and Aging

Division 20 President Bill Haley posed the following questions to all APA presidential candidates. Candidate responses received from Dr. Anton, Dr. Lowman, and Dr. Magnavita are reprinted below; Dr. Geisinger and Dr. Reisner are also running for the office but did not respond to our request.

- (1) Do you have any interests and/or any previous involvement in Division 20? Our members would be interested in knowing if you are a member or fellow of the division and if you have been active in any way in Division 20.
- (2) Do you have any professional or scholarly interest in issues related to the psychology of adult development and aging. Naturally, we are interested in a wide range of professional activities, including practice, consulting, supervising, research, teaching, and involvement with any other organizations devoted to adult development and aging and/or the psychology of aging.
- (3) Could you briefly explain any way in which adult development and aging is part of your platform or agenda for your presidential year?

### Barry S. Anton, Ph.D., ABPP

#### Response to Question #1

I am a member of Division 20. As a Baby Boomer, professor, and provider of mental health services to patients across the lifespan, the activities of Division 20 are invaluable to psychology and psychologists. During my 15 years in APA governance including service on the Board of Educational Affairs and the Board of Directors, I worked closely with Division 20 Council representatives moving Division 20 legislation through the Board of Directors and to the Council of Representatives. I supported initiatives of divisional interest, including former APA President Carol Goodheart's Caregiver Initiative, the Guidelines for Psychological Practice with Older Adults, End-of-life issues, as well as the creation of the ABPP specialty board for geropsychology through my involvement as an officer on another ABPP board.

#### Response to Question #2

As a professor at a liberal arts university, the growth and development of college students was a major professional responsibility. At the University of Puget Sound, we offered courses in life span development and adulthood and aging. Now, as managing partner of a large mental health practice which serves patients across the lifespan, we treat adults and older adults on issues such as serious mental illness, health care access, insurance challenges with Medicare, coordination of care for dementia patients and nursing home consultation. As a board member of a community mental health center, we developed partial hospitalization programs for adults with severe mental illness, sought funding for Meals on Wheels for the elderly and disabled, developed outreach programs and day treatment programs, and coordinated care with nursing homes. With the Affordable Care Act (ACA) imminent and the creation of Patient Centered Medical Homes, millions of people will benefit from health care insurance. In Washington state alone, over 1,000,000 uninsured adults will receive coverage by 2015.

#### Response to Question #3

My presidential initiative, "An International Summit on Psychology and Integrated Care," will include tracks on adulthood and aging as we discuss the Affordable Care Act and integrating mental health into primary care and Patient Centered Medical Homes. This track will include care for increasing numbers of elderly and dementia patients. As our population ages, we must pursue research funding for normal developmental processes as well as dementia and its devastating affects on families and communities. Funding research for the effects of caregiver stress is also necessary as our population ages. As baby boomers enter retirement, quality of life and life's meaningfulness include the interaction of psychological processes, physical health and wellness, and cultural attitudes toward older adults. These variables interact and affect successful aging. The summit will also address education and training as they pertain to older adults and will explore competency based, developmentally anchored education and training approaches. The summit will include issues around specialty training, such as the

## Presidential Statements, continued from p. 10

newly approved ABPP in geropsychology. In fact, the ACA requires specialization of practitioners. The summit will also explore how academic programs can incorporate these mandates into their curricula at all levels of education: undergraduate, graduate, internship and postdoctoral years. As a member of the planning committee and conference participant in the National Conference on Undergraduate Education in Psychology (2009), we included adulthood and aging as an important topic for undergraduate education.

### Rodney L. Lowman, Ph.D.

#### Response to Question #1

I am not currently a member of Division 20.

#### Response to Question #2

Some of my publications specifically in the areas of aging include:

Hayslip, B., Jr., & Lowman, R.L. (1986). The clinical use of projective assessment techniques: A critical appraisal. *Clinical Gerontologist*, 5 (1-2), 63-94.

Richardson, L.M. & Lowman, R.L. (1985). Home health care of the elderly with mental health problems and needs. In: M.O. Hogstel (Ed.), *Home nursing care of the elderly* (pp. 215-239). New York: Brady.

Additionally, most of my career has been involved with issues of adult development in that one of my primary areas of research, practice and scholarship has been career assessment and counseling, related to one of the most important areas of adult development and to some degree of aging: one's work. In my books *The Clinical Practice of Career Assessment: Interests, Abilities, and Personality* and *Counseling and Psychotherapy of Work Dysfunctions*, e.g., I developed models to assess and identify career and work issues. All the populations with whom I have worked in research and practice in these areas are adults. Most career issues are one way or the other developmental issues in that work plays an important role in their identities and sense of psychological well-being. However, as my research has illustrated, we tend to under assess in the case of persons who are experiencing work issues or dysfunctions and we do not do enough to work with work issues in the context of the whole person. Additionally, aging plays a role in assessing how abilities and personality variables may change over the course of one's career and life and the implications of that for work. For example, as people age certain abilities decline while others increase. It is important to base considerations of fitness for work on the rich and growing literature in this area.

#### Response to Question #3

My platforms are outlined in detail on the APA web site (including a number of statements in the *APA Monitor*) and on my own web site, **rodneylowman.com**. There's also a video link at <http://www.apa.org/monitor/2013/05/candidates-lowman.aspx>.

Two of the areas I would emphasize in an APA presidency are a) internationalizing psychology and b) increasing federal funding in the US for research support.

I believe the APA needs to be far more aggressively engaged with the internationalizing virtually all aspects of our profession to address the realities of rapid globalization. Adult development and aging are not exceptions.

Second, the cut back in federal support of research in the US is a major problem that, if not reversed, will affect the country for years to come. APA needs to be focused in our research advancement efforts on behalf of funding for both basic and applied research. I would add that there are few areas in research that are more important than aging in the context of our current rapidly aging populations. The population as a whole will suffer if our support of this type of research declines. An APA President can be an effective spokesperson in voicing the need for such support and the consequences of ignoring it.

Continued on p. 12

## Presidential Statements, continued from p. 11

### Jeffrey J. Magnavita, Ph.D.

Although I am not a member of Division 20: Adult Development and Aging, I believe that the work of the division is of utmost importance and relevance. I have served in various leadership roles in the division of psychotherapy, as well as in a number of other capacities in APA. I was president of the division of psychotherapy in 2010. At present, I serve as the Vice-Chair of the *Practice Guidelines Advisory Steering Committee*. In this capacity, I have supported the decision to include the development of practice guidelines for older adults, which are of critical importance as our older adult population grows. The development of practice guidelines that are inclusive of older adults will be one step toward assuring that appropriate care is delivered to this group. I am committed to making sure that our senior experts in psychotherapy have an opportunity to share their wisdom with the next generation. I created and produced the video series *Psychotherapists Face-to-Face*, which features some of the eminent psychotherapists of our times.

My professional interests in adult development and aging have a strong foundation in my clinical practice activities over the last three decades, and in my scholarly work. In my theoretical work, I have consistently emphasized a developmental perspective. In my full-time clinical practice, I work closely with patients at all developmental stages and am intimately aware of the struggles that must be faced in later development. Many of the issues encountered as we age have direct bearing on physical, social, emotional, and psychological health and functions. The relational world and identity of patients and clinicians must adapt to the challenges presented by retirement, the loss of health, and the death of those with whom we share important connections.

If I have the opportunity to serve as APA President, my platform will revolve around advancing the provision of quality mental and behavioral health care to our society. I will develop the details of my agenda more specifically in consultation with our members, divisions, state associations, and APA leadership. I am interested in developing forums that feature the most creative solutions to the problems of the 21<sup>st</sup> century. I plan to create psych-incubators, which will provide opportunities for APA members to present their creative solutions to the problems of our times. Having lost both of my parents, and more recently experiencing the issues of illness and aging as both of my in-laws passed away this year, I have increased sensitivity to the challenges and rewards of aging. I am concerned about the stigma of aging in our society as well as the lack of value that is often placed on our seniors. More education and training in aging is necessary for mental and behavioral clinicians of all disciplines, as well as quality research. Thank you for considering me for APA president.

## Teaching Tips, continued from p. 9

### So, what do you see as the future for texts in our field?

It would be useful to have John Cavanaugh, Warner Schaie and Sherry Willis, Sue Whitbourne, and other text authors comment on this topic. To my knowledge, there have been no new editions of adult development and aging texts in the past 2 years or so, probably because of the marketing. I do not currently require a text for my course because the available texts are too dated and seem too costly for students. I assign key article readings and use sets of summary data tables, figures, and examples that I've developed that I post to the course website.

For instructors to develop entirely their own content and materials for class meetings and course coverage is an

extraordinary burden and a relatively unwise use of time and effort, especially for new (non-tenured) instructors. One alternative, that might be feasible market-wise, and useful for instructors, would be an e-published primer of sorts that concisely organizes main themes and principles by core topics that characterize the field, and that presents just some essential findings. Instructors could with that in the students' hands build on these overall themes and principles with additional selected findings and examples. I would like to know if instructors would find such a primer to be an aid. Just an idea. Also, Julie Boron's excellent suggestions (see *Adult Development & Aging News*, volume 40, issue 2, Summer 2012) about including electronic materials and more active course-sharing and material-sharing are valuable ones for instructors in our field.

## Early Career Psychologists Task Force Report

### Submitted by Adam Davey

### SAVE THE DATE

Division 20 will be hosting a webinar on Monday, February 3, 2014 at 1 pm Eastern Time (10 am Pacific Time) entitled “Basic Steps Toward Becoming More Competitive and More Satisfied as a Grant Applicant.” The webinar will be approximately 75 minutes in length. The presenter will be Dr. Jeffrey W. Elias, Ph.D., Director/Manager of Grants Facilitation in the Office of Research in the UC Davis School of Medicine. Dr. Elias has worked in the editorial field for a number of years and has experience with the grant submission and review process as grantee, study section reviewer (NIH, NSF, and private foundations), department and center research director, and NIH program and review administrator. Dr. Elias served as Scientific Review Administrator (SRA) for the Center for Scientific Review (Adult Psychopathology & Disorders of Aging) and Chief of the extramural Cognitive Aging program (HSA) in the Behavioral and Social Research division at the National Institute on Aging. Dr. Elias was trained in and publishes in the areas of developmental psychobiology and cognitive aging.

### “Talk of Ages” A Web Resource for Integrating Aging Content and Intergenerational Activities into College Classes

*Supported by a grant from the APS Fund for Teaching and  
Public Understanding of Psychological Science*

- Do you have an age-focused class activity you designed?
- Do your students participate in an intergenerational project?
- Do you use a favorite film or book on aging in your class?
- Do you want to share your teaching ideas with others and learn about what they are doing?

“Talk of Ages” will provide a “one-stop” resource for instructor-friendly teaching tools. You are invited to submit a description of an aging or intergenerational activity or resource you use in your class. Your piece will be featured in a search-able collection of innovative teaching materials.

Format for your submissions:

- Your name, affiliation, contact information
- Activity or resource title
- Brief description of the activity (with directions) or resource (250- 500 words)
- Supporting materials (e.g., relevant URL address, handouts, assessment tools, references, etc.)
- “Advice” for other instructors

Submit materials to Joann Montepare, Director, Fuss Center for Research on Aging and Intergenerational Studies, Lasell College, Newton, MA, [jmontepare@lasell.edu](mailto:jmontepare@lasell.edu)

## Student News

**Submitted by Elizabeth Handing (handing@mail.usf.edu), Kristen Condeelis (klcondeelis@crimson.ua.edu), and Elizabeth Hahn (ehahn@brandeis.edu)**

### Elizabeth Handing

My name is Elizabeth Handing, and I will be serving as one of the Graduate Student Representatives to the Division 20 Executive Committee along with along with Kristen Condeelis and Postdoctoral Representative Dr. Elizabeth Hahn. I had the pleasure of meeting many Division 20 members at the APA conference in Honolulu, and I am honored to represent the voice of graduate students in this division. Currently, I am a third year doctoral student in the School of Aging Studies at the University of South Florida where I work closely with Dr. Brent Small. My research interests include longitudinal lifestyle factors as they relate to healthy aging, specifically the influence of nutrition on cognitive functioning. Primarily, I am interested in the role of dietary nutrients and their impact on various cognitive domains as well as developing interventions to promote and maintain cognitive functioning. As a Graduate Student Representative, I hope to encourage more student involvement and look forward to an exciting year working with Kristen Condeelis, Dr. Elizabeth Hahn, and the new Division 20 President Dr. William Haley!

### Kristen Condeelis

My name is Kristen Condeelis, and as one of the Graduate Student Representatives to Division 20 this year, I hope to provide a unique perspective on issues related to Adult Development and Aging and serve as a liaison between my fellow graduate students and members of the executive committee. I am honored to have the opportunity to work with Dr. William Haley, the new Division 20 President, and Dr. Elizabeth Hahn and Elizabeth Handing — it should be a fantastic year!

I discovered my passion for studying Adult Development and Aging as an undergraduate student at the University of South Florida (USF), earning a B.A. from USF in Psychology and Gerontology. Currently, I am a Ph.D. student at the University of Alabama (UA) studying Clinical Psychology, with a specialization in Geropsychology, under the direction of the exceptional UA faculty. My primary research interests include topics related to dementia and cognitive impairment, specifically relationships between Mild Cognitive Impairment (MCI) and psychological distress, MCI to Alzheimer's disease conversion rates and conversion factors, and early detection and intervention strategies for persons with dementia. Furthermore, I am excited to work at the Tuscaloosa VA Medical Center as a Graduate Research Assistant to Dr. A. Lynn Snow. Once again, I look forward to working with Dr. William Haley, Dr. Elizabeth Hahn, and Elizabeth Handing this year, in addition to the UA faculty members who are affiliated with Division 20. Please don't hesitate to contact me! Roll Tide!

### Elizabeth A. Hahn, Ph.D.

My name is Elizabeth Hahn, and I am looking forward to serving as Division 20 Postdoctoral Representative to the Executive Committee this year. In 2012, I received a doctoral degree in Aging Studies from the University of South Florida, and I am currently a postdoctoral research fellow in the Department of Psychology at Brandeis University. My interests include examining psychosocial and cognitive factors influencing healthy aging. My specific area of research is in daily experiences, including daily stressors and daily memory complaints, and their association with psychological wellbeing during adult development and aging. As an undergraduate at Pennsylvania State University, I developed an interest for research by volunteering as an undergraduate research assistant with the Midlife in the United States (MIDUS) study and a passion for older adults by volunteering at a continuing care retirement community. As a Postdoctoral Representative, my goals are to help meet the needs and increase opportunities for the students and postdoctoral members of Division 20. I look forward to a great year working with Kristen and Elizabeth, as well as Division 20 President, Dr. William E. Haley!

## Continuing Education Report Submitted by Shevaun Neupert

### Recent

Dr. Shevaun Neupert conducted a ½ day CE workshop at the APA convention in Honolulu. “Application of Multilevel Modeling” briefly introduced the logic of Multilevel Modeling (including when and why to use it), but most of the time was spent on application where participants interacted with real-world examples from longitudinal datasets geared toward adult development and aging issues.

### 2014 Convention

Anyone with suggestions for a CE workshop at the APA convention in Washington D.C. in 2014 is encouraged to contact Shevaun Neupert (shevaun\_neupert@ncsu.edu) or Julie Wetherell (jwetherell@ucsd.edu).

## Fellows Committee Report Submitted by John C. Cavanaugh, Outgoing Chair

I am very pleased to report that Division 20 has four new Initial Fellows: Dr. Daniel Segal (University of Colorado Colorado Springs), Dr. Jennifer Moyer (VA Boston Healthcare System), Dr. JoNell Strough (West Virginia University), and Dr. Silvia Sorensen (University of Rochester Medical Center). Please join me in congratulating all of the new Division 20 Fellows!

Interested in becoming a Fellow? Division 20 welcomes self- and other nominations for Fellow status in APA and the Division. There are two processes: (1) if you are currently not a Fellow in any APA Division, you would be applying for initial Fellow status; or (2) if you are already a Fellow in another APA Division, and you are a member of Division 20, you can request consideration for Fellow status as well in Division 20. The process for each is described briefly below.

Individuals interested in nominating colleagues for Fellow status can consult a list of those who currently hold Fellow status in Division 20 by visiting the Division 20 website (<http://www.apadivisions.org/division-20/>) and clicking the “Membership” tab, then the “Fellows List” option in the left margin.

The entire application process is online, including the submission of all support documents and letters. The APA requirements and access to the application platform for Division 20 members to apply for Initial Fellow status are available on the APA website (<http://www.apa.org/membership/fellows/index.aspx>). You can also read the Division 20 criteria at (<http://www.apa.org/membership/fellows/division-20.pdf>). Nominees and potential nominees should be aware of the importance of the nominee’s self-statement, which must make clear exactly how the nominee has made “unusual and outstanding contributions or performance in the field of psychology” (an essential APA requirement as stated on the website). Such contributions must go well beyond those typically necessary for tenure or promotion recommendations for individuals in academic positions, for example. Also, although not mandatory, evidence of involvement in APA in general and Division 20 in particular is very helpful and greatly strengthens the application. Recommenders must fill out two forms: one is called a “Worksheet” and contains a rating scale; the second form (the “Fellow Status Evaluation Form”) includes the actual letter of recommendation. Nominees are expected to send both of these forms to their recommenders (unless someone else is handling the entire nomination process). All of the materials for Initial Fellow applications must be submitted to JoNell Strough no later than December 1, 2013.

The application process for individuals who are already Fellows of an APA Division is far simpler, requiring only a current CV and brief cover letter sent directly to JoNell Strough. The deadline for submitting materials for Current Fellows is April 1, 2014.

Please contact the incoming committee chair, JoNell Strough (jstrough@wvu.edu), if you have any questions.

## Minutes of APA Division 20 Executive Committee at APA in Orlando, FL

August 3, 2013 8 am - 9:50 am  
Submitted by Lisa M. S. Miller, Secretary

Present: Pat Parmelee, Sue Whitbourne, Neil Charness, Becky Allen, Shevaun Neupert, Joann Montepare, Lise Abrams, Bill Haley, Warner Schaie, Dave Chiriboga, Lisa Miller, Deb DiGilio, Pat Kobor

### I. Committee Updates

- a. Elections (Becky Allen) – New members of the Executive Committee are: Sara Czaja, Karen Kopera-Frye, A. Lynn Snow. Warner Schaie was re-elected as Council Rep.
- b. Fellows (John Cavanaugh in absentia) – The Fellows Committee elected 4 new fellows: Jennifer Moye, Daniel Segal, Silvia Sorensen, and JoNell Strough. JoNell Strough will take over as chair this year and together with the past president, president, and president-elect, will form the Fellows Committee.
- c. Program (Joann Montepare, Jamila Bookwala) – There were 11 symposia, 67 posters. Despite some portal system glitches, the program ran smoothly. Development of next year's theme is underway. Program changes from APA are coming: 20% time will be devoted to interdivisional programming. Shared hours have separate reviewing system (i.e., not only D20). Social event had good attendance.
- d. Awards (Cory Bolkan, Karen Roberto in absentia) – We had strong nominees for all awards. The description of the Award committee in the D20 Handbook required updating and Cory and Karen took this on (see below). Cory is rotating off, and we will need a new co-chair to replace her.
- e. Continuing Education (Shevaun Neupert, Julie Wetherell). Two symposia were approved for CE credit. The Multilevel Modeling workshop was well attended. Deadline for CE credit for next year is in early November. Shevaun volunteered to stay on the committee. Webinar funding is in the works for workshops that can be submitted for CE credit. We may want to develop a Teaching of Gerontology CE event.
- f. Education (Tina Savla in absentia) – Migration of materials to new website continues. Graduate Studies Directory is currently being updated. Many programs have already submitted updates but some have not. Tina encourages everyone to provide updated materials soon if they haven't already done so.
- g. Treasurer (Joe Gaugler in absentia) – We have money that is not readily available to us and long-term solvency is an issue. We'll take this up at GSA mid-year meeting. Warner stated that Council pays Council Representatives for some expenses but there are inequities (e.g., across states, conference locations). Pat would like us to consider whether D20 should help pay for travel to the second annual meeting when APA does not fund reps sufficiently to cover travel expenses.
- h. ABPP (Becky Allen, Victor Molinari) – From Boston meeting, we now have 6 ABPP in geropsychology and by mid August we will likely have more. By end of November, we expect 20 (but need 10 more to meet quota).
- i. Membership (Dave Chiriboga, Derek Isaacowitz, Ann Pearman) – Dave has filled in while Derek and Ann are on leave. Total membership increased from 2010 mainly due to free memberships. Although the dues-paying membership has gone down a bit, the Lifetime membership is growing, 257-285. Should we try to encourage these individuals to get more involved in D20, perhaps in mentoring? Utilizing survey data from 2010 should be revisited at GSA.
- j. Ethics (Dave Chiriboga) – Telepsychology regulations passed easily. Science Directorate is asking for help in disseminating research findings from APA. We should reach out to undergraduate and graduate programs using social media (it's free!).
- k. Communications (Lise Abrams, Michael Marsiske) – Website and Listserv changed over to APA. Content is still migrating over. Lise continued to moderate the listserv, blocking 3-10 "nonappropriate" emails per week. How do we open the listserv for discussion but not offend the members who do not want to receive all communications?

## Minutes, continued from p. 16

Facebook may be the way to communicate informally but we need to revive our page for outreach and research findings dissemination. Twitter may be another way. Sue offered to facilitate setting up a Twitter account. Some divisions already have this (APA, APA Help Center). Pat asked if Sue would join the Communication Committee (webmaster, listserv manager, newsletter editor) to help with all social media communication and she graciously agreed.

- I. Council (Warner Schaie, Sue Whitbourne) – see below

### II. News and Initiatives

- a. Council: Good Governance Project (Warner Schaie, Sue Whitbourne) – GGP was been trying, for the past 3 years, to address problems with APA governance (nimbleness, strategic plan attention). In general, APA's goal seems to be to move from a membership-oriented management style to a corporate management style. Pat would like to make sure that D20 members are aware of the fundamental and significant changes on the horizon. Sue will prepare a separate document outlining the issues for the membership.
- b. Changes to award processes – Several updates and clarifications regarding committees. The updates were approved by EC and Lisa Miller has incorporated them into the handbook.
- c. Talk of Ages website (Joann Montepare) – Joanne obtained a small grant from APS for teaching about aging to develop website. Could we integrate D20's teaching tips? Sue suggested the Gerocentral website could provide a link and/or content on teaching.
- d. Joint D20 – D45 Student Award on Minority Health/Disparities (Dave Chiriboga) - We have had little success working with D45, Bill may take it up again. Another option is to "go it alone."
- e. Mentoring program (Adam Davey, Kate Fiori, Pat Parmelee) – The EC is excited about this and will continue efforts as part of ECP committee structure.

### III. Central Office Updates

- a. Debbie DiGilio (Office on Aging) - APA aging leadership team has been expanded (CoPGTP, PLTC, D20 president, CONA president). Current and upcoming projects (e.g., dementia treatment, promotional piece to inform general psychologists about aging issues and resources) are listed on the Office on Aging website: <http://www.apa.org/pi/aging>. Michael Smyer's CONA award will be given at GSA.
- b. Pat Kobor (Science Directorate) - There are many threats to science and research. APA is working with many behavioral and science organizations to counter these. Pat Kobor encourages individuals to write to their congressional leaders to make their voices heard.

Adjourned at 9:50 am

**APA Division 20  
Executive Board 2013-2014**

**President**

William Haley  
whaley@usf.edu

**President-Elect**

Sara Czaja  
SCzaja@med.miami.edu

**Past President**

Patricia Parmelee  
pparmelee@ua.edu

**Secretary (2011-2014)**

Lisa Soederberg Miller  
lmsmiller@ucdavis.edu

**Treasurer (2012-2015)**

Joseph Gaugler  
gaug0015@umn.edu

**Council Representatives**

Susan Krauss Whitbourne (1/12-12/14)  
swhitbo@psych.umass.edu

K. Warner Schaie (1/11-pres)  
kws@psu.edu

**Member-at-Large (2012-2015)**

**Early Career Task Force Co-Chair**  
Katherine L. Fiori  
FIORI@ADELPHI.EDU

**Member-at-Large (2012-2015)**

**Membership Co-Chair**  
Ann Pearman  
Apearman6@mail.gatech.edu

**Member-at-Large (2011-2014)**

David Chiriboga  
dchiriboga@usf.edu

**Member-at-Large (2011-2014)**

**Early Career Task Force Co-Chair**  
Adam Davey  
adavey@temple.edu

**Member-at-Large (2013-2016)**

**Awards Co-Chair**  
Karen F. Kopera-Frye  
frye@ulm.edu

**Member-at-Large (2013-2016)**

**Membership Co-Chair**  
A. Lynn Snow  
lsnow@bama.ua.edu

**Awards**

Karen Roberto (Co-Chair 2012-2014)  
kroberto@vt.edu

Karen F. Kopera-Frye (Co-Chair 2013-2016)  
See member-at-large

**Continuing Education**

Shevaun D. Neupert (Co-Chair)  
sdneuper@ncsu.edu

Julie Wetherell (Co-Chair)  
jwetherell@ucsd.edu

**Early Career Task Force**

Katherine L. Fiori (2012-2015)  
See member-at-large

Adam Davey (2011-2014)

See member-at-large

## APA Division 20 Executive Board 2013-2014

### Education

Tina Savla (Co-Chair)  
jsavla@vt.edu

Joseph Mikels (Co-Chair)  
jmikels@depaul.edu

### Elections (2012-2014)

Rebecca Allen  
rsallen@ua.edu

### Fellows (2013-2016)

JoNell Strough  
Jonell.Strough@mail.wvu.edu

### Historian, Division 20

Harvey Sterns  
hsterns@uakron.edu

### Listserv Managers

Joann Montepare  
jmontepare@lasell.edu

Lori James  
ljames@uccs.edu

### Membership

Ann Pearman (Co-chair, 2012-2015)  
See member-at-large

A. Lynn Snow (Co-chair, 2013-2016)  
See member-at-large

### Newsletter Editor

Grace I. L. Caskie  
caskie@lehigh.edu

### Program (2013-2014)

Joann Montepare  
jmontepare@lasell.edu

Christopher Rosnick  
crosnic@siue.edu

### Webmaster

Michael Marsiske  
marsiske@ufl.edu

### APA Committee on Aging (CONA) Liaison

Neil Charness (1-1-12 to 1-1-13)  
charness@psy.fsu.edu

### APA Education Directorate Liaison

T.J. McCallum  
tjm16@cwru.edu

### APA Committee on Women in Psychology Liaison

Becca Levy  
becca.levy@yale.edu

### APA Board of Scientific Affairs

Lisa Emery  
EmeryLJ@appstate.edu

### Graduate Student Representatives

Elizabeth Handing (2013-2014)  
handing@mail.usf.edu

Kristen Condeelis (2013-2014)  
klcondeelis@crimson.ua.edu

### Post-doctoral Representative (2013-2014)

Elizabeth Hahn  
ehahn@brandeis.edu

---

**Adult Development and Aging News**

Division 20, American Psychological Association  
Division Services Office  
750 First Street NE  
Washington, DC 20012-4242

NON-PROFIT  
U.S. POSTAGE  
PAID  
Washington, DC  
PERMIT #6348

20

---

## **Apportionment Ballots Will Be Arriving Soon!**

Your representatives to Council remind you that  
when your apportionment ballot arrives later in the fall,  
**we need your 10 votes.**

With two Council seats, we are able to keep the aging voice  
heard!

***VOTE***  
***10 for 20!***