

Adult Development & Aging News

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Adult
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President's Message

Behind the Curtain: What Makes Division 20 Tick
by Bill Haley, Division 20 President

In considering what I should write about in the final President's Message of my term, I reflected on all that I have learned about the Division during my past two years as President-elect and President. I've been a Division 20 member for over 30 years, but these past two years have been my first glimpse "behind the curtain". I've learned that there is no wizard, magically pushing buttons and making things happen.

Division 20 is more like a hand-made watch, one that runs very well, and has a lot of diamonds in it, but that requires a lot of fine tuning. The Division works through a complex and interconnected network of people who are dedicated to the Division. The President's job is mainly to make sure that this watch is well-oiled, well-maintained, and that things stay on schedule. The President also faces the challenge of recycling the parts, often replacing perfectly good gears with new ones as terms of office expire and members move in and out of their roles.

So, I would like to tell you a bit about these parts, how they work, and how they connect. The column is not long enough to mention everyone, but I'd like to highlight some people who make outstanding contributions.

I've learned that the mainspring of the Division 20 watch is a group including the Past-President, President, and President-elect. That group is in constant interaction and assures that the operation continues smoothly, with continuity over time. When I was President-Elect, **Carolyn Aldwin** was Past-President, and **Pat Parmelee** was President. This year, Pat has been Past-President, and **Sara Czaja** joined the group as our President-Elect. The President gets called on to provide input to APA, to work with members of the Division 20 committees, and tries to make Division 20 as effective as possible. I found that input from the

Past-Presidents was vital to me in learning the culture of the Division, the personalities involved, and in understanding its history and maintaining continuity. The President-Elect has a key role in providing input as well. To provide an example of how engaged we are with each other, a quick count of my Sent Mail files showed that I have sent Pat over 250 emails since assuming the office of President in August 2013. (Sorry Pat). It's been amazing to get to know Carolyn, Pat, and Sara over the past two years, and I am extremely grateful for their engagement in the business of Division 20 and their personal support.

Two other key leaders who keep things going in Division 20 are our secretary, **Lisa Soederberg Miller**, and our treasurer, **Joe Gaugler**. Lisa is ending her three-year term, and she has not only done a

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

Deadlines for submissions are: September 1 February 15 June 1

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Your Newsletter editor must use the address that APA provides.

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splendid job on keeping track of minutes of our meetings, and updating our Directory (which changes frequently as we appoint and shift committee members), but also as serving as wise counsel on Division issues given her long-time involvement in the Division. Joe has tackled the very challenging job of helping the Division take a sober look at our financial status, and helping us come up with a plan to eliminate a trend toward deficit spending.

Program Committee is a huge undertaking. **Joann Montepare** and **Chris Rosnick** managed this major effort and have been models of vision and conscientiousness. Division 20 is well represented in interdivisional programming this year due to their efforts. Joann deserves special applause because she also serves as one of two Listserve Managers, along with **Lori James**. Lori and Joann assumed this duty over the past year and have kept things running smoothly. **Michael Marsiske** deserves special attention for his work as our Webmaster. Michael has done this thankless job for years, first through a site at the University of Florida, and more recently working through a very bureaucratic system at APA. Michael is rotating out of this position

this year, and all of us in Division 20 should be grateful for his efforts.

Becky Allen has chaired our Elections Committee for two years. As I noted in my last column, Becky has had a very challenging time in recruiting Division 20 members to stand for election in some offices. Becky deserves special praise for her persistence and congratulations as she rotates out of this vital position.

Warner Schaie and **Sue Whitbourne** have been extremely dedicated in their role representing Division 20 on the APA Council of Representatives. Thanks to them, Division 20's interests are well represented, and we can count on them to keep us all updated on APA business. Sue rotates out of this position this year, and her many years of hard work for Division 20 are much appreciated.

Tina Savla and **Julie Boron** have co-chaired our Education Committee. This year marks a major accomplishment from them, the posting of a newly updated Division 20 Graduate Studies Directory. Tina and Julie encountered many challenges in getting

replies from 132 programs included in this listing. Well done! And thanks to student members **Liz Handing, Kristen Condeelis, and Beth Hahn** for their efforts in support of this committee.

Finally, **Grace Caskie** has continued to do a superb job as Newsletter Editor. This year has been challenging for Grace, as we have shifted to a completely web based newsletter. Besides putting together great material for the newsletter, Grace is working diligently with APA to assure that they give us the quickest possible turnaround for publication on the web site.

Space limitations don't allow me to individually thank the many other members of our Committees, Task Forces, and our liaisons to other groups. These groups work to choose award winners and Fellows, recruit and retain members, and assure that we offer great CE programs.

Division 20 is fortunate to have so many busy and talented people who are willing to give time and effort to our organization. When you see them,

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Continuing Education Report

Submitted by Shevaun Neupert

Dr. Robin L. West will conduct a CE workshop at the APA convention in Washington, D.C. on Saturday, August 9th from 8 AM-11:50 AM. "Train the Trainer: Memory Training for Seniors" will present a critical research overview and prepare psychologists to offer an empirically-validated memory training program for older adults. Memory training can be effective with seniors, but maintenance of training effects has been elusive. Training programs that change beliefs may be key to long-term maintenance. This workshop will provide participants with an overview of past memory training research, and demonstrate a comprehensive and successful memory training program, focusing on strategies, self-efficacy and control, which they can implement in their own communities. Online registration can be found here: <http://www.apa.org/convention/ce/index.aspx>

The following Division 20 sessions will also offer CE credits during Convention:

- 1) STAR-VA—Implementing an Interdisciplinary, Behavioral Intervention for Dementia-Related Behaviors (8/07 Thu: 8:00 AM - 9:50 AM Convention Center Room 140A)
- 2) Training Older Adults to Enhance Their Memory—The Role of Metacognition (8/07 Thu: 12:00 PM - 1:50 PM Convention Center Room 154A)
- 3) Three Contrasting Approaches for Improving the Well-Being of Family Caregivers of Older Adults (8/10 Sun: 9:00 AM - 10:50 AM Convention Center Room 143A)

Early Career Psychologist Task Force Report

Submitted by Adam Davey

In February, an unusually heavy blizzard in Philadelphia temporarily brought down phone and internet connections, preventing us from offering our grant writing webinar. Fortunately, on a sunny and warm Monday, April 28, the Early Career Task Force hosted a rescheduled webinar entitled "Grant Writing is a Competition and a Beauty Contest: Basic Steps Toward Becoming More Competitive and More Satisfied as a Grant Applicant." The presenter was Dr. Jeffrey W. Elias, Ph.D., Director/Manager of Grants Facilitation in the Office of Research in the UC Davis School of Medicine. Approximately 50 scholars, clinicians, and administrators attended the webinar. Details for accessing an archived copy of the webinar will be made available in the near future. We are extremely grateful to Dr. Elias for generously sharing his valuable time and insights gained during his time serving as both a Scientific Review Administrator and Program Office for the National Institutes of Health.

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thank them. And if you are approached to run for an office or serve on a committee, please consider saying **Yes** and being a part of as fine a group of people as you will ever meet.

APA 2014 Division 20 Program
Submitted by Joann Montepare and Christopher Rosnick, Program Co-chairs

APA Annual Convention
Washington, D.C. ´ Aug. 7-10, 2014

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

D20 ADULT DEVELOPMENT AND AGING PROGRAM SUMMARY
 “Translating Aging Theory and Research to Intervention and Practice”

Please Join Us at the D20 Social Hour
 8/09 Saturday: 6:00 PM - 7:50 PM
 Renaissance Washington DC Hotel Renaissance Ballroom West B

SESSIONS AND MEETINGS

Symposium: STAR-VA—Implementing an Interdisciplinary, Behavioral Intervention for Dementia-Related Behaviors

8/07 Thu: 8:00 AM - 9:50 AM Convention Center Room 140A

Fellows Address: Silvia Sörensen PhD, Jennifer Moye, PhD

8/07 Thu: 10:00 AM - 10:50 AM Convention Center Room 148

Co-listed Symposium with D38 & D47: Consequences and Prevention of Metabolic Syndrome

8/07 10-11:50am Convention Center 145B

Symposium: Training Older Adults to Enhance Their Memory- The Role of Metacognition

8/07 Thu: 12:00 PM - 1:50 PM Convention Center Room 154A

Invited Address: Baltes Award – Roger Dixon, PhD - Epidemiological Approaches to Cognitive Aging: Trajectories, Transitions, Modifiers, and Mechanisms

8/07 Thu: 2:00 PM - 2:50 PM Convention Center Room 101

Poster Session I

8/07 Thu: 3:00 PM - 3:50 PM Convention Center Halls D and E

Skill-Building Session: Speed Mentoring—Building Research Careers in Geropsychology and Neuropsychology

8/08 Fri: 9:00 AM - 10:50 AM Convention Center East Salon C

Co-listed Symposium with D8 Personality Development from Childhood Through Old Age

8/08 10-10:50am Convention Center 154A.

DIVISION 20 PROGRAM OVERVIEW, CONTINUED

Invited Address : David Roth, PhD - Updating Randomized Trials of Interventions for Older Adults with Needed Methodological Innovations

8/08 Fri: 11:00 AM - 11:50 AM Convention Center Room 144B

Co-listed Symposium with D33: Aging with Intellectual Disabilities: Issues, Challenges, and Progression to Alzheimer's Disease

8/09 8 – 8:50am Convention Center 143B

Executive Committee Meeting

8/09 Sat: 8:00 AM - 9:50 AM Marriott Marquis Washington DC Hotel LeDroit Park Room

Business Meeting

8/09 Sat: 10:00 AM - 10:50 AM Marriott Marquis Washington DC Hotel Chinatown Room

Presidential Address: William Haley, PhD - It Takes a Network: The Social Side of Research

8/09 Sat: 11:00 AM - 11:50 AM Marriott Marquis Washington DC Hotel Chinatown Room

Symposium: The Coming of Age of APA's Committee on Aging—Influencing Aging Research, Practice, and Policy

8/09 Sat: 12:00 PM - 1:50 PM Convention Center Room 144C

Symposium: Three Contrasting Approaches for Improving the Well-Being of Family Caregivers of Older Adults

8/10 Sun: 9:00 AM - 10:50 AM Convention Center Room 143A

Poster Session II

8/10 Sun: 11:00 AM - 11:50 AM Convention Center Halls D and E

WORKSHOP

Train the Trainer: Memory Training for Seniors

Robin Lea West, PhD

8/09 Saturday, 8-11:50, at the Grand Hyatt (Constitution E)

NEW COLLABORATIVE PROGRAMS

Symposium: Successful Aging from Molecules to Mental Exercise, with D20, D6, D3

8/07 Thu: 10:00 AM - 11:50 AM Convention Center Room 151A

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DIVISION 20 PROGRAM OVERVIEW, CONTINUED

Symposium: Sex Under Someone Else's Roof Promoting Sexual Rights and Well Being in Residential Settings , with D22 and D20

8/08 Fri: 4:00 PM 5:50 PM Convention Center Room 150B

Symposium: Geropsychology, Technology, and Tomorrow, with D21 and D20

8/08 Fri: 4:00 PM 5:50 PM Convention Center Room 151B

CO-LISTED PROGRAMS – See APA Program for Times and Locations

with Science Directorate

Carol A. Barnes (Distinguished Scientific Contribution Award talk)- Temporal Lobe Correlates of Memory Decline in Normal Aging

Stuart Zola, Neal Miller Lecturer- Memory, Magic, the Brain, and a little bit about Alzheimer's

with D3 Presidents Symposium: Using Integrative Neuroscience to Diversify Our Scientific Community

with D35 Discrimination and Health: Mediating Pathways and Racial Differences among Women At Midlife

with D21 Lifespan Traffic and Transport Psychology: Issues for research, intervention, and evaluation

with D12 Developing Lifelong Resilience: Personal, Professional, and Organizational Strategies
Emerging from our Infancy: Recent Advances in Clinical Geropsychology and Directions for Growth
Those Who Can Do, Teach: Competence in Clinical Geropsychology and Geropsychology Supervision

with D40 Screening for Dementia in Annual Wellness Visits with Older Adults

Alzheimer's Disease: Targets and Treatments
Informed Consent Capacity across the Lifespan

with D1 Women, Power, and Aging

with D44 Research with Transgender People across the Lifespan: The Role of Family, Resilience, and Trauma

Upcoming APA Convention Dates and Locations

2015	Toronto, Ontario, Canada	August 6-9
2016	Denver, CO	August 4-7
2017	Washington, DC	August 3-6

TEACHING TIPS

Encouraging Student Behaviors that Promote Learning

Submitted by Jennifer Tehan Stanley, University of Akron

As a junior faculty member, deciding on classroom policies that promote the best environment for student learning is more complex than I anticipated. Finding a fit between your teaching philosophy and style, student learning objectives, and the student population can force you to question the relative importance of many factors that were once certain. I've found that adaptability and thoughtfulness are more important than a one-size-fits-all approach. My development on these ideas sprang from a collection of instances and experiences but none more potent than the following:

A student enters my large lecture class 20 minutes late, walks up to me while I am lecturing – and interrupts to ask for an outline of notes for the day's lecture.

Other than being caught off-guard at this unexpected behavior, this event helped to shape my current more thoughtful policy on disruptive student behaviors. Through trial and error, I've adapted a system of policies that I feel fulfills my obligation to maintain a positive learning environment for *the most students possible* while also holding true to my own teaching style and philosophy. These ideas are not new ideas and have been gathered from speaking with colleagues and reading articles on the subject. The important realization for me in developing this system was that a tardiness policy cannot stand alone. Instead, the tardy policy is only one part of a consistent approach toward creating a positive learning environment. Below, I describe this approach in three sections: the problem, my solution set, and some surprising moderators that influence the feasibility and need for such policies.

The Problem

Chronically tardy students and students who leave class early are disruptive to both the instructor and to their fellow students. In addition to breaking the instructor's train of thought, the eyes of all of the students in the room follow the disruptive student. I've had students complain to me during office hours about how distracting these disruptions are for them. Clearly, late-entering and early-leaving students are disruptive to the learning environment.

However, it is certainly not the case that I have never been late to a meeting, appointment, or class. Plus, students are paying for the opportunity to take the class (rather than me paying them as in an employment situation), so it does not seem right to lock the door once the lecture has begun. College students are adults, not children, and overly restrictive or punitive policies may send the message that I do not expect them to behave like adults and take responsibility for their own learning. Nevertheless, all of the students have paid to take the course and have the right to a learning environment free of such disruptions. How can the most students' rights be protected while at the same time exhibiting compassion for students and the many roles they fill and hardships they encounter?

I want to be equitable to all of my students, but it became clear to me that there are important distinctions for some identical behaviors. For example, if a male student has to leave class 15 minutes early — on one occasion for a doctor's appointment — would I rather he misses the entire lecture or get up and leave early? My answer to this is easy: I would rather he leaves class early (causing as little disruption as possible). But how can I then say no to a student who wants to take the class, but will need to leave every class 15 minutes early in order to be at work on time? How can these two different responses for the same behavior be reconciled? I believe they can, and I think the distinction is in the frequency of the behavior.

My Solution Set

1. Put it in the syllabus: *Chronic* tardiness or leaving early is disruptive. Disruptive students will be asked to speak with the professor privately. Continued disruptive behavior will be referred to the university student conduct office, and the student may be dropped from the course. Students with a rare special circumstance for tardiness must inform the instructor prior to class.
2. Designate a special seating area for late students near the door (Schroeder, Stephens, & Williams, 2013).

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3. Start on time and end on time (i.e., be a good model).
4. Incorporate group learning activities to make students accountable to each other.
5. Class time is valuable. Present test-related information in the first and last 5 minutes of class.
6. In a long lecture, provide pre-planned bathroom/phone breaks.

Surprising Moderators

-Physical characteristics of the classroom. If the doors are in the back of the room, it is easy for students to come late and leave early with minimal disruption. When the only doors are at the front of the room, where the instructor is standing, it is much more disruptive for students to enter and leave during the lecture.

-Attendance policy. If attendance is mandatory, then students who do not want to be there may feel they are being forced to be there and might be more likely to exhibit disruptive behaviors.

-Availability of materials outside of class. If all of the material from lecture is provided outside of class, then

students may feel it is not important to attend class or to be present for the entire period.

Concluding Thoughts

Ultimately my primary role in this situation is to promote a positive learning environment for the most students possible. By focusing on this goal – rather than trying to train students to be good future employees or to show respect or courtesy – I can minimize distractions while still treating the students like adults. My solution set treats disruptive behavior on a continuum and is not one-size-fits-all. If a student's behavior is consistently disruptive, then it has to be addressed. I believe a cohesive set of policies regarding student behaviors can go a long way toward achieving the goal of maintaining a positive learning environment. Good Luck...and don't be late!

Reference

Schroeder, J. L., Stephens, R., & Williams, K. L. (2013). Managing the large(r) classroom. *Observer*, 26 (No. 3). Retrieved from <http://www.psychologicalscience.org/index.php/publications/observer/2013/march-13/managing-the-larger-classroom.html>

STUDENT NEWS

Balancing it All in Graduate School: Helpful Tips for Graduate Students Submitted by Kristen Condeelis, Elizabeth Hahn, and Elizabeth Handing

Balancing the Many Responsibilities of Graduate School

One of the biggest challenges facing graduate students is learning how to balance various roles, such as being a student, researcher, and instructor, while still maintaining a life outside of graduate school. Although it can seem overwhelming at times, we offer some helpful hints for trying to manage all of the responsibilities of graduate school.

Because graduate school is often a hectic time, it is important to work toward developing time management skills early on, in order to organize your schedule, increase productivity, and avoid burnout. For instance,

it might be useful to set blocks of time aside each day to ensure that you are making daily progress on tasks. In addition, setting small goals for yourself that can help attain larger goals is another way to stay on track.

One of the main responsibilities of graduate students is course work. Therefore, it is essential to give yourself enough time each week to focus attention on course work, in order to stay abreast of assignments and turn in your best work. However, although course work is an extremely important component of graduate school, it is only one portion of graduate school training. For instance, it is also vital for graduate students to allow

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themselves ample time for both research and writing. Although research and writing can both be time consuming, they are essential aspects of graduate school training and are also important for professional growth and development. As a result, graduate students should work to improve their research and writing skills throughout graduate school, which means devoting much time and effort to these endeavors.

Teaching is another area of graduate school that requires attention. Whether developing lectures or exams or spending time grading assignments, teaching a college course requires a great deal of time and effort, in addition to planning. Moreover, depending on one's graduate school training requirements, external placements can also require a large time commitment (sometimes as much as 20 hours a week). Therefore, it can be quite the balancing act to manage all of your graduate school responsibilities—but it is possible!

Furthermore, even though graduate students have numerous responsibilities to balance while in graduate school, it is important to take time out to enjoy life. For instance, graduate students should strive to set aside time each week to continue participating in enjoyable activities and hobbies. Not only is this a good way to take time away from focusing on graduate school responsibilities, but it can also be a helpful method to relieve stress and can be fun as well.

Tips for Writing and Publishing

Of the many priorities facing graduate students, publishing is one of them. Amidst course work and other graduate school responsibilities, writing may fall to the bottom of the priority list as it often requires self-discipline and setting your own personal deadlines for publications (compared to other responsibilities that come with their own deadlines such as exams). However, one way to facilitate the writing process is to keep in mind what projects may be 'publishable' when choosing topics for course projects. Thus, it is often possible for course assignments to be turned into manuscripts that can be submitted for publication.

As you plan to write your manuscript, it is helpful to "make" time to write. Setting aside time to write daily (even for 15 minutes) can help you make progress on your manuscript. In a writing class, a professor once mentioned that "a blank page is one of the most

uninspiring" ways to start writing, so just getting some ideas down on paper, whether they are good or not, can help you generate and refine your thoughts. In addition, sharing your writing goals with a student partner is a method to help one another stay both accountable and motivated (i.e., having rewards for writing accomplishments). Moreover, learning to write and making time for writing is a continual process, but establishing early habits can make a lasting impact. Scheduling blocks of writing time can also help keep the process moving forward and gives your writing priority, just as your coursework or other school responsibilities have scheduled times on your calendar. Finally, regarding time management, writing may seem like a never-ending, hopeless task when approached as the goal of "writing a manuscript." However, if you split up the tasks into smaller components (e.g., conducting a literature review, writing your introduction, drafting your research questions and hypotheses, writing up your measures, developing your statistical approach section, etc.), the project might seem more manageable, you will notice your progress, and you may even be more motivated to finish.

A helpful but sometimes overlooked step in writing is that before you begin, you should have a target journal in mind. Keeping this target in mind will help guide your writing and allow you to address the journal's aims and area of research, which should give you a better chance of getting a manuscript published. In the Discussion section, for example, you may want to tailor your implications to the audience of the journal (e.g., psychologists, epidemiologists, social workers). In addition, early on in the writing process, authorship order should be determined. Therefore, clearly communicating with your colleagues and determining who will be responsible for different aspects of the manuscript and agreeing on the exact author order can prevent unnecessary distress and will facilitate continued productive collaboration with your colleagues.

The Review Process and Coping with Feedback on Reviews

Once you are ready to submit, the review process can be more or less a waiting game, which may last weeks or even months. And unfortunately, a big part of the writing process in graduate school also involves developing a "thick skin." Meaning, even for

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manuscripts that are eventually accepted, you will more often than not receive reviews, feedback, and critiques of your work. When this inevitably happens, you might feel upset or disappointed in your work. However, peer review is an important part of the research process, and focusing on the aspects of the manuscript that you can improve and moving forward on those parts may facilitate the coping process and enhance productivity. At first, receiving feedback might seem frustrating, but take time to critically understand the reviewer's comments and think over how to address their points. Furthermore, it might be helpful to ask your mentor for advice regarding the resubmission of a revised manuscript or for assistance in looking for a target journal that might better fit your project.

We hope that our tips and suggestions are helpful, and we wish you success during your graduate school training!

CONA NEWS

Submitted by Deborah DiGilio

I wanted to share a number of new resources developed by the APA Committee on Aging and Office on Aging:

- * Our newest blog post, written by CONA ECP member Kimberly Hiroto: <http://psychologybenefits.org/2014/05/23/if-youre-ageist-and-you-know-it-raise-your-hand/>. CONA will be collaborating with other Public Interest Directorate Committees on future blog posts on diversity and aging.
- * The updated version of the 1998 What Practitioners Should Know About Older Adults - <http://www.apa.org/pi/aging/resources/guides/practitioners-should-know.aspx>, now titled, What Mental Health Providers Should Know About Working with Older Adults, has been totally reworked to map onto the updated Guidelines for Psychological Practice with Older Adults.
- * A web page that provides all of APA resources related to dementia on one page - <http://www.apa.org/pi/aging/resources/dementia-efforts.aspx>

Also, the Office on Continuing Education in response to CONA's recommendations will be offering two Clinician Corners on aging-related topics: Promoting Successful and Healthy Adult Development presented by Dr. Manfred Diehl, via live webcast on Friday, June 27th and Caregiver Family Therapy: An Integrative Intervention for Family Caregivers presented by Dr. Sara Qualls on Friday, November 7th.

Finally, please share this [link](http://www.apa.org/convention/ce/005.aspx) (<http://www.apa.org/convention/ce/005.aspx>) to the CONA/Office on CE preconference workshop, *What Psychologists Should Know about Working with Older Adults* with any colleagues potentially interested in branching out to geropsychology.