

Adult Development & Aging News

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Adult
Development
and Aging

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President's Message

The aging of the population, especially the increase in the "oldest old", presents numerous challenges as well as opportunities for researchers, practitioners, and society as a whole. Current population trends are transforming society in fundamental ways and have profound consequences for a broad range of economic, social, and political processes. Although the study of adult development and aging has matured and our knowledge of the aging process and its implications has vastly expanded, there remains a multitude of issues that need to be addressed by our membership.

These issues include the increasing diversity of the older population, the increase in the number of older adults with cognitive impairments, the continuing challenges faced by family caregivers, the emphasis on patient centered care, and changes in the healthcare delivery system. Family structures are also changing --- leaving older adults with fewer options for care. Other issues include the paucity of knowledge regarding older adults and persistent mental illness and the needs of LGBT older people. Although these challenges may seem daunting, they also provide tremendous

and interesting opportunities for those working in the field of aging.

APA and Division 20 should play a key role in meeting these challenges and opportunities and continue to promote the value of behavioral and psychological science and practice in meeting the needs of an aging society. Our members have vast expertise and experience and have a great deal to offer to improve the quality of life for current and future generations of older adults. To channel this expertise, we must continue to grow as a Division and enhance our visibility within APA and other professional organizations.

In this regard, we must continue to increase our membership and our outreach efforts to attract students and early career psychologists to become members of Division 20. Encouraging students to join Division 20 is vital to our survival and our mission. Students need to become aware of the value of becoming involved in the Division's activities. As members, we also need to become



Sara Czaja
Division 20 President

actively engaged in the Division and participate in meetings, social events, mentoring opportunities, elections, and be willing to take on leadership roles. There are also various opportunities to honor the achievements of our colleagues through the various award mechanisms available within the Division.

Although we made great strides during the past year we still face challenges with respect to membership and active involvement of members in Division activities. For example, it was difficult to identify members who were willing to run for office in the Division. As noted by Bill Haley, a healthy division depends on the willingness of its

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

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members to assume leadership positions.

As members of Division 20, we also need to boost our efforts to highlight the criticality of addressing the issues associated with the aging population to those in industry, government, and related fields. We must also continue to lobby for support for research that focuses on issues of aging as well as support to provide training in clinical practice specialties for older adults.

The needs of older adults, especially those who are "vulnerable", are vast, especially within the healthcare arena. We must recognize that addressing the current challenges of our field requires outreach to other disciplines and specializations with Psychology and related fields. The challenges associated with population aging are complex and require a broad multidisciplinary approach. Many of us are involved in other professional organizations, and we should use these opportunities to garnish support for and involvement of others in the field of aging.

Membership in Division 20 provides many venues for members involved in aging research and practice to become involved in these efforts. For example, APA's Office on Aging provides numerous venues for commentary and support of major initiatives relevant

to older adults and for advocating for the field of aging within APA and government agencies such as the NIH. There are also opportunities to participate in APA task forces to help ensure that aging issues are represented.

In addition, we can interact with other Divisions within APA and other professional organizations to encourage other psychologists and professionals to participate in efforts directed towards supporting older adults. Membership within Division 20 also affords opportunities to collaborate with a community of colleagues who share common goals and interests as well as opportunities for mentorship for those who are starting out in their career.

Throughout my professional career, Division 20 has always served as a home for me and afforded me many opportunities to become involved with others working in the field of aging and has been a great force with respect to fostering connections and friendships.

I'm honored and energized to serve as President of the Division at this exciting and challenging time in our field. I look forward to working with all of you to make Division 20 a

vibrant and thriving organization. I also look to you for suggestions and comments on ways to enhance our membership, opportunities for involvement, and the visibility of our Division.

FEATURE ARTICLE

Getting Involved in APA Governance: A Beginner's Guide

Prepared by Susan Krauss Whitbourne, Ph.D.
University of Massachusetts Amherst
Division 20 Council Representative, 2009-14

Your involvement in APA can be one of the most exciting and rewarding aspects of your professional life. APA offers many levels of participation, some requiring substantial time investment, particularly if you are involved with a major board or committee. However, many other APA positions require relatively little time yet still offer great benefits to you, both personally and professionally. APA governance forms the volunteer backbone of this large and complex organization, and by learning about it from the ground up, you'll be amazed at how much you learn about the profession and about yourself.

This document is intended to serve as a brief introduction to the process of getting involved in governance. If you're interested in getting further information, APA has several resources on its website that you can review (see <http://www.apa.org/about/governance/index.aspx>).

We are assuming that you are a member of an APA Division or a Society or a State, Provincial, or Territorial Association (SPTA). If you are not, you might wish to consider joining one, as it will give you access to a greater variety of APA resources than being an association-wide member alone.

1. Get to know your division(s) and/or SPTA(s)

Your closest professional and/or geographical colleagues are the ones in the divisions or SPTAs of which you are a member. If you're not already on a listserv, consider joining one to keep informed about your organization's activities, interests, and concerns. After following the listserv discussions, you may be able to identify a topic of particular relevance to you and your work, and that can be the basis for your entry into a committee or task force.

2. Volunteer for a project that fits your expertise and interests

Division governance leaders are always looking out for new and interested members to help them with their work. Contact the person whose area seems closest to your own to volunteer to work on an upcoming project, or to join an ongoing committee. Once you do so, you'll see if this seems like a good fit, and whether it's something you can reasonably manage with the rest of your schedule.

3. Attend open meetings at a local, state, regional, or national association convention

It's one thing to read the emails and publications of a group and quite another to attend one of their meetings. As long as newcomers are invited (and this will be posted along with the meeting announcement), you will be welcomed and perhaps introduced to the key figures in the group. This can have the additional benefit of helping you network in your area of interest and expertise.

4. Find out how elections and appointments take place in your division and/or SPTA

Each organization has its own bylaws and procedures. If you'd like to join a committee or task force, you can begin by talking to the current task force chair, the division or SPTA president, or colleagues you've met online or at face-to-face meetings. This will also give you an idea of how much work this would involve and whether you can reasonably take it on now. If not, file the information away for a later time when it will be possible for you to devote the expected time to the position.

5. Learn about the voting procedures

Assuming that you've liked what you've seen so far in the year (or longer) of your previous involvement, your next step is to consider running for office. APA itself, and the divisions and SPTAs as well, have very well-defined formal elections procedures to ensure that all voting is done fairly and according to the bylaws. If online material is

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Council of Representatives Report

Submitted by Susan Whitbourne & K. Warner Schaie

The APA Council of Representatives met in Washington, D.C. on August 6 and August 8, 2014. Following up on the earlier actions by Council in the restructuring of governance, the majority of this meeting was spent on recommendations put forward by the Implementation Working Group (IWG) over the past several months.

The IWG, through its own meetings and virtual discussions with Council, proposed alternative models that would reshape Council, making it somewhat smaller and therefore more “nimble.” The work of IWG followed from the Good Governance Project (GGP), which was an outgrowth of the APA Strategic Plan focused on optimizing organizational effectiveness. A core issue at this meeting was exactly what size Council would be and how its membership would be determined. The model that we supported proposed that the current apportionment system be retained along with adding several seats to ensure participation by under-represented groups. The alternative model proposes that each Division and State, Provincial, and Territorial Psychological Association (SPTA) be entitled to one seat and that additional seats would be allocated based on organizational needs. With the current apportionment system, all APA members (not just members of divisions or SPTA’s) decide on how many seats to allocate for each group. In the one unit-one seat proposal, all units would get equal voice, whether the unit is made up of 10 members or 4,000 (or more, in the case of larger divisions).

Council did approve a change in the composition of APA’s Board of Directors. Under the change, the board would have six member-at-large seats open to election from and by the general membership. In addition, the board would have a public member, as well as student and early career psychologist representation. Two seats would also be reserved for members of a newly created Council Leadership Team (CLT), in order to ensure a bridge between the APA board and council. The CLT will manage the work of council, determine the process for council to select topics for discussions, and provide recommendations on agenda items that council would consider. The CLT will have 12 members, all of whom would be current or past council members.

In either case, changes to the board’s composition require a Bylaw change and therefore need approval by the APA membership; the Bylaw amendment ballot is expected to be sent to members next year. Ultimately, changes in council’s structure will also require a Bylaw change.

Toward the end of the meeting, there was a sentiment emerging that the question of whether council’s structure should follow its form. As of now, most of the discussion was on structure not form, and a number of representatives expressed frustration at not having the opportunity to focus on these underlying policy issues. However, President Nadine Kaslow (who did an admirable job getting us through this difficult process) promises to form a group from within council to tackle this problem, starting early in the fall. This seems to provide a compromise between moving ahead too quickly (in our opinion) by voting now, and not making any changes at all to a system with which many people have expressed displeasure. It would seem wise that any changes proposed by council (which will require Bylaw amendment votes) should be arrived at through a consensus-building process, and that has not happened yet.

On less controversial matters, council was in general agreement to receive reports from the IWG on making better use of technology in governance, on delineating financial oversight responsibilities within the new governance structure (council has already voted to turn this over to the board for a 3-year trial period), a plan for developing a leadership pipeline, and a plan for how professional and disciplinary issues would be marshalled through governance.

A broad change involving practice was approved by council by voting in favor of a change in the oversight functions of the Committee for the Advancement of Professional Practice (CAPP). The committee will now be wholly a committee of the APA Practice Organization (APAPO) and will continue to be responsible for the day-to-day oversight of APAPO in advocating for the c-6 professional and marketplace interests of practitioners in legislative, legal, and regulatory arenas. CAPP will now report directly to the APAPO Board of Directors. This change will also add a voting member from the American Psychological Association of Graduate Students (APAGS) to CAPP, which already has a designated early career psychologist member. The Board of Professional Affairs will continue to oversee the work of the Practice Directorate, including policy formulation; the development of both professional practice and clinical practice guidelines; public

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education and disaster response; and advocacy for access to quality mental health services.

Another major change approved by council is a new rule that will now require all boards and committees to have at least one member who is an early career psychologist. Along related lines, we voted to approve a new policy that supports the inclusion on all governance boards and committee members who have not previously served in governance. Such members running for governance will be given the option to have the fact that they are new to governance service noted by an asterisk on the election ballot. We also adopted a resolution aimed at stemming false confessions and wrongful conviction and adopted as APA policy a resolution on gender and sexual orientation diversity in children and adolescents in schools.

Regardless of these governance changes, votes for Boards and Committees will still be held this year. We

want to urge you, once again, to nominate yourself and others for these slates. Please let us know if you are interested in doing so and, if you are put on a slate, we can help you prepare your caucus support materials. The feature article in this issue of ***Adult Developing and Aging News*** on Getting Involved in Governance provides some details about how to become part of both divisional and APA structures.

As always, we appreciate your support in allowing us to represent you at these meetings. We are honored to serve you during these times of change for APA's future governance and encourage you provide your input and suggestions. This is Susan's last council meeting (after 4 terms!), and I wish to thank you for your interest and input. Pat Parmelee, who will now be serving as your representative, along with Warner, will continue to keep "aging's voice" heard in APA!

TEACHING TIPS

Diversity Dialogues

By Abby Coats Ph.D., Westminster College

Researchers in the field of adult development and aging have made extraordinary discoveries over the last forty years. Psychologists have strong evidence that individual differences in development are widespread in adulthood. Yet, stereotypes that all older adults are senile and grumpy abound. How can we spread the word about the importance of our field's findings to a wider audience?

One approach to dispelling stereotypes about aging is Diversity Dialogues. Diversity Dialogues are experiential multicultural training initiatives, often held on college campuses (Howard, 2014). During a Diversity Dialogue, trained facilitators lead participants in structured discussions about personal experiences with multicultural issues. The goal is for participants in the dialogues to learn from and empathize with each other's experiences. In doing so, stereotypes are often challenged, leading to increased acceptance and tolerance.

Students in my Adult Development and Aging course, along with our college's Office of Intercultural Engagement, sponsored a Diversity Dialogue on aging stereotypes. Dialogue participants included faculty, staff, community members, and students. Thus, a wide range of ages were represented. The college provided free lunch to encourage attendance. Each student in my course facilitated a small breakout group of 6-8 participants, and I led the large-group discussions. As participants entered the room, we assigned them to a breakout group so that each group was highly diverse in terms of age and ethnic background.

In preparing for the Diversity Dialogue, my students synthesized many of the research findings they had learned so far in their Adult Development and Aging course. We spent class time brainstorming which aging-related topics

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**APA Division 20
2014 Award Recipients**
Submitted by Karen Roberto & Karen Kopera-Frye, Co-Chairs

Student Awards

- Walter G. McMillen Memorial Award for Parkinson's Disease Research: **Andrea M. Weinstein**, University of Pittsburgh, Dept. of Psychology, Advisor: Dr. Kirk Erickson
- Travel Award to Present Completed Research at APA Convention: **Carla Strickland-Hughes**, University of Florida, Department of Psychology, "Visual attention and aging: Effects of feedback on face-name memory", Advisors: Drs. Robin West and Natalie Ebner

Early Career Award

- Springer Publishing Early Career Achievement Award in Research on Adult Development and Aging: **Walter R. Boot, PhD**

Mid-to-Late Career Awards

- APA Division 20 Mentorship Award in Adult Development and Aging: **Lisa Hollis-Sawyer, PhD**
- M. Powell Lawton Distinguished Contribution Award for Applied Gerontology: **Robin Lea West, PhD**
- Baltes Distinguished Research Achievement Award: **Jutta Heckhausen, PhD**

Division 20 Facebook Group Announcement
Submitted by Susan Krauss Whitbourne

Division 20 President Sara Cjaza has asked that I head up the Division 20 Facebook group. All members are invited to join by visiting this webpage:

<https://www.facebook.com/groups/APADIV20/>

You do need to be on Facebook to join the group, but not to follow it (that is a permanent link). If you are already on Facebook, you don't have to worry about members of the group seeing your personal information (such as photos, posts, etc.) as long as your own privacy settings are properly set up so that only friends can see your timeline. Technically, you also don't have to be a member of Division 20 or even be on the Division 20 listserv to join the Facebook group, but I approve new members and will monitor the site for spam as well.

This page gives us a great way to communicate between conferences and other meetings, as well as a wonderful chance to keep the "aging voice" active on social media. I hope you'll join soon!

2014 APA Annual Conference Program Summary

Submitted by Joann Montepare & Chris Rosnick, 2014 Program Co-Chairs

This year's presidential theme selected by Bill Haley was "Translating Aging Theory and Research to Intervention and Practice". In line with this theme, the Baltes Award recipient, Roger Dixon (University of Alberta), spoke about "Epidemiological Approaches to Cognitive Aging: Trajectories, Transitions, Modifiers, and Mechanisms", and invited speaker David Roth (Johns Hopkins) spoke about "Updating Randomized Trials of Interventions for Older Adults with Needed Methodological Innovations". An invited symposium, The Coming of Age of APA's Committee on Aging: Influencing Aging Research, Practice, and Policy, featured past/present CONA members, reviewed major milestones in CONA programming, and contributions since its establishment.

This year, we had 12 symposia including 4 symposia accepted under the new collaborative programming: Successful Aging from Molecules to Mental Exercise with D6 & D3; Sex Under Someone Else's Roof Promoting Sexual Rights and Well Being in Residential Settings with D22; Geropsychology, Technology, and Tomorrow with D21; and Peer Consultation and Mentoring in the Professional Development of Integrated Care Psychologists with D12. Ultimately, we filled more programming hours than last year, but did not exceed our allotted hours because the collaborative symposia were designated as "free". We again co-hosted "Speed Mentoring: Building Research Careers in Geropsychology and Neuropsychology" developed with D40 Society for Clinical Neuropsychology and CONA. In addition, we offered three Continuing Education sessions, and Dr. Robin West gave a workshop (Train the Trainer: Memory Training for Seniors) that also offered CE credits. We were co-listed on programs with over 10 other divisions on topics such as research with transgender people across the lifespan, lifespan traffic and transport psychology, and discrimination and health among women at midlife.

We look forward to another exciting program for the 2015 convention. The 2015 Program Co-Chairs are Chris Rosnick, Department of Psychology, Southern Illinois University Edwardsville, crosnic@siue.edu; Wally Boot, Department of Psychology, Florida State University, boot@psy.fsu.edu; and Richard Pak, Department of Psychology, Clemson University, richpak@clemson.edu.

Upcoming APA Convention Dates and Locations

August 6-9, 2015
Toronto, Ontario, Canada

August 4-7, 2016
Denver, CO

August 3-6, 2017
Washington, DC

August 9-12, 2018
San Francisco, CA

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available, afford yourself of the opportunity to study it, and then ask a friend or colleague with more experience in the organization to let you know about whatever informal guidelines or procedures may also be in place.

6. If you decide to run, seek support

In some divisions and SPTAs, there is healthy competition for each elected position. However, some positions are more popular than others. You may be surprised to learn that the area in which you are most interested typically has very few candidates, and your chances of winning are high. In any case, don't hide your light under a bushel. Let your friends know that you're running, and ask them to solicit support from their friends and associates. It may not actually take that many votes for you to accrue enough to win that position you desire.

7. Get ready to take the next step

Once you get a taste of APA governance at your local or divisional level, you may feel ready to take the plunge into APA central governance. Boards and Committees are constantly seeking new members, and many are required by new APA policies to include people who are new to APA governance at this level. You begin by letting your divisional or SPTA executive committee know that you'd like to be considered for one of these elected (or in some cases appointed) positions. Each year, there's a call for names for slates. Get a copy of this document and see which positions fit you the best. Then let your divisional or SPTA president know that you'd like to be considered for nomination. The slates are formed in the late spring, with each board and committee sending forward a list of possible nominees to the APA Board of Directors. If you're selected for one of these slates, you will be asked to provide a biographical statement. Seek someone's advice on what to say about yourself, because this statement will be circulated with the ballot. Currently, the Council of Representatives from the previous year vote for all board and committee members. In early September, you'll be asked to complete "Caucus Endorsements." These refer to the Council caucuses that, as in the U.S. Congress, represent interest groups. Make sure you fill out each of these, particularly ones for which you think you're most competitive. Follow the instructions the caucus elections chair gives you when you fill these out. Most importantly, seek the advice of your colleagues, particularly your Council representatives, to make sure that you're going about this the right way.

You may win your election on your first try, but if you don't, please don't get discouraged. Sometimes it takes two or three tries to get elected depending on who else is running. What's an impossible slate one year may be an easy win the next.

In summary, it's rewarding and valuable to serve your profession in this way. From your divisional or SPTA involvement to your potential role as a member of a Board or Committee, you'll find that APA governance allows for many ways to express and fulfill your personal and professional interests.

Next steps

If you find that governance is indeed rewarding and beneficial, it may be time to move into a position within an APA board or committee, or perhaps the APA Council of Representatives. At that point, your divisional and SPTA colleagues will be your strongest allies and sources of support. A successful term in one of these smaller associations will give you the credibility and experience you need to move on to the next higher level. At that point, there are a number of mentoring organizations within APA that can help you. The Women's Caucus is always glad to support you in your efforts to move on within APA, so feel free to contact its current chair.

Fellows Committee Report

Submitted by Jonell Strough, Chair

I am very pleased to report that Division 20 has two new Initial Fellows: Dr. Karen Roberto (Virginia Tech) and Dr. Brian Carpenter (Washington University in St. Louis). Please join me in congratulating 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.

The entire application process is online, including the submission of all support documents and letters. APA requirements and access to the online application platform to apply for Initial Fellow status are available on the APA Fellows website <http://www.apa.org/membership/fellows/index.aspx>. Division 20 criteria for fellowship status can be found at <http://www.apa.org/membership/fellows/division-20.pdf>.

Advice for applicants and endorsers on submitting a successful application is also available on the APA Fellows website. 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 no later than **December 1, 2014**.

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.

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, 2015**.

Please contact JoNell Strough (jstrough@wvu.edu) if you have any questions.

APA Presidential Candidates Comment on Adult Development and Aging

Division 20 President Sara Czaja posed the following questions to all APA presidential candidates. Candidate responses received from Dr. Finnerty, Dr. Geisinger, Dr. McDaniel, and Dr. Puente are reprinted below; Dr. Daniel is 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 interests 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?

Todd Finnerty, PsyD

Response to Question #1

I am not a member of Division 20.

Response to Question #2

Some of my early work as a psychologist took place as an independent practitioner in nursing homes. My current work focuses primarily on disability. You can learn more about me at www.toddfinnerty.com/president.html

Response to Question #3

Understanding the needs of our aging population (and aging APA membership) is a very important goal. My agenda for my presidential year is focused on access. It is important that our aging population will be able to access the behavioral health care that they need. If you read my statements you'll see that they are relevant to increasing the public's access to psychological services.

In addition, my advocacy has focused on not reducing the number of psychologists who can work in certain settings or get licensed. APA has issued unsupported policies that an APA-accredited internship should be required for licensure and to be seen as competent as a psychologist. I've started an advocacy group to defend all psychologists, not just those who had APA-accredited internships. You can learn more about that at www.allpsychologists.org

Kurt F. Geisinger, PhD

Response to Question #1

I am not a member or fellow of Division 20. However, I am and have been a member of Division 7, Developmental Psychology. I like to think of myself as a general psychologist focusing on lifespan and adult development rather than any other age group per se.

Response to Question #2

I have a long history of interaction with lifespan developmental psychologists both as a graduate student and a professor and departmental leader. I took courses in graduate school in lifespan developmental psychology from such luminaries and Paul Baltes and John Nesselroade. My masters' advisor was an industrial-organizational psychologist, William A. Owens who performed the first longitudinal study of intelligence, published in the early 1950s and then performed a follow-up in the 1960s. He tried to convince me to do another follow-up, but it appeared that the sample would simply have been too difficult to locate by that point. I kick myself about that

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sometimes. It could have been a historical study if it were able to be accomplished. At the time of my dissertation in the mid-late 1970s, the studied individuals would have been in their early 80s.

While a department member and then chair of the Psychology Department at Fordham University, I helped to foster the development of both the doctoral program in Developmental Psychology and the focus in Applied Developmental Psychology. One of the faculty members and my colleagues was Dr. Carol Ryff, now at the University of Wisconsin. She is an outstanding lifespan psychologist focusing upon well-being and issues that cross medical and psychological boundaries. I have attempted to follow her research over the years with great respect. I taught a research methods course that crossed many issues related to lifespan development.

Response to Question #3

I have two initiatives. The first deals with membership. I think that the most serious issue facing APA is declining membership and a clear loss of interest in membership among individuals in certain groups. A key group is that of faculty members, which is one of the groups where membership has declined precipitously. The task force associated with this initiative would be asked to identify ways that APA could increase its relevance for faculty members to stem and reverse this trend. A second task that they would be asked to address is how to better integrate science and practice for members.

My second initiative would be to consider ways to help psychology advance its role in the changing healthcare system. Psychologists need to be at the table; they need to be involved in integrated healthcare, they need to serve on and direct integrated healthcare teams. I think that the focus of lifespan psychologists, neuropsychologists, applied developmental psychologists as well as clinical and counseling psychologists is especially relevant to our aging population and its associated health concerns.

I believe that both of these initiatives cut across all areas of psychology and would be of relevance to the Division of Adult Development and Aging. I trust that your division would be willing to nominate individuals for these task forces.

Susan H. McDaniel, PhD

Response to Question #1

I am a member of Division 20. I have always been interested in life-span psychology. The importance of training psychologists to work with older adults, given our burgeoning older adult population, cannot be overestimated.

I spent my career focused on integrating psychological science and principles into primary care, with .6FTE in Psychiatry as Director of the Institute for the Family and .4FTE in Family Medicine as Associate Chair. In Psychiatry, I hired a geropsychologist who focuses on changes in the relationships of older adults and their adult children. Her clinical work is at a long-term care facility, where she also supervises psychologists and other trainees. I hired another geropsychologist to work in the community hospital Geriatrics department. She teaches residents and supervises our psychology fellow learning to teach geriatrics residents in an innovative hospital-to-home program. I oversee all these programs and learn from them as well.

Response to Question #2

Throughout my career, I have pursued professional or scholarly interests in issues related to the psychology of adult development and aging. The following are examples of such activities.

I have presented on and written about integrated primary care for older adults, in partnership with family physician and geriatrics collaborators. These include state-wide presentations on collaboration and integrated care for older adults. At this last APA convention in Washington DC, I participated in the Division 20 pre-conference think tank to

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McDaniel, continued

develop primary care psychology competencies for older adults. I previously chaired the Inter-organizations Work Group to develop the broad competencies for Primary Care Psychology; having specific competencies defined for work with older adults is an important next step.

Ten years ago, we had a HRSA training grant for postdoctoral fellows to focus on integrated primary care for older adults. This was a valuable experience in developing targeted curriculum for integrated care and geropsychology. I continue to use this curriculum in my Psychiatry and Family Medicine roles.

I presented to SAMHSA and HRSA on collaboration between mental health and primary care professionals in 1998. I consulted with the NIH Center for Mental Health Services and Integrated Care for Older Adults Project in 1999.

Response to Question #3

Both of my presidential initiatives relate in some way to older adults:

1. **Psychologists as Leaders.** This initiative will develop a blueprint for APA's Leadership Training Programs: preparing psychologists as leaders in team science, inter-professional practice, interprofessional education, and advocacy dedicated to increasing diversity and reducing health disparities.
2. **Psychology in Healthcare.** To achieve inclusion of psychology in routine, comprehensive healthcare, we need to strengthen our alliances between APA and other health professional organizations. We want to develop vision and lead during this time of transition. I will draw on my relationships with the leaders of primary care medical and nursing organizations to create such strong partnerships with other health professional organizations. My plan is for APA to convene an inter-professional group to examine the roles, effectiveness, satisfaction, quality measures, and science necessary for collaborative, integrated health care that will reduce disparities and cost. Geropsychology and development across the life span will be crucial parts of this initiative; I will look for input and advice from Division 20. We will focus on advocating change in the many health disparities we see across our communities.

Antonio E. Puente, PhD

Response to Question #1

- Not a member Division 20
- While not a member, many of the issues addressed by Division 20 have also been issues inherent in my work over the last 30+ years. See responses to Q2 & Q3 for specific instances.

Response to Question #2

- Most typical client at private practice (1982-present) is a dementia patient (e.g., 3 of 4 today) and the most typical activity is a neuropsychological evaluation.
- Reviewer for the following aging/adult development journals: *Journal of Gerontology* (1994-Present; 20 years) & *Journal of Gerontology: Psychological Sciences* (1998)
- Consultant for Alzheimer's Association- Awards & Grants Office (2009 – Present)
- Founded mental health service at Cape Fear Clinic 15 years ago and was president of the board (5 years). This clinic offers integrated dental, medical, mental health and pharmaceutical care to adult and elderly indigent patients (Hispanics=40%).

Examples of Life-Span/Aging Work (key words bolded):

- Horton, A.M., & Puente, A. E. (1990). **Life-span** neuropsychology: An overview. In A. M. Horton (Ed.), *Life-span neuropsychology* (pp. 1–15). New York, NY: Springer.

Continued on p. 13

Presidential Statements, continued from p. 12

Puente, continued

- Puente, A. E. (2002). Neuropsychology: **Introducing aging** into the study of brain and behavior. In J. C. Cavanaugh & S. K. Whitbourne (Eds.), **Integrating aging topics into psychology**: A practical guide for teaching undergraduates (pp. 29–42). Washington, DC: American Psychological Association.
- Puente, A. E. (1997, August). Neuropsychology and **cognitive aging**: What have we taught each other? In S. Qualls (Chair), **Psychology and the Aging Revolution**. Symposium conducted at the meeting of the American Psychological Association, Chicago, IL.
- Puente, A. E. (2009, May). Coding, documenting, & billing psychological, neuropsychological, and health psychological services. Presentation at the meeting of the **Aging and Adult Development Division** of the New York State Psychological Association, New York, NY

Response to Question #3

- The primary focus is to expand the role of psychology into all of healthcare (see Puente, 2011, **Psychology as a health profession** in American Psychologist)
- Of interest is that I serve on the AMA CPT Panel which determines what health care can be done in the US and how much it is reimbursed (only psychologist in its history and third non-physician). We are revamping all the testing codes now.
- Many issues facing an aging population (e.g., dementia, Alzheimer's, etc.) are being addressed by neuropsychology
 - Having a neuropsychologist (who has worked with these kinds of patients for years) for APA president will only help bring these kinds of issues to the forefront of concerns to be addressed by APA & psychology

Continuing Education Report Submitted by Shevaun Neupert

2014 Convention

Dr. Robin L. West conducted a CE workshop at the APA convention in Washington, D.C. entitled "Train the Trainer: Memory Training for Seniors". By all accounts, it was a highly successful workshop with about 25 attendees.

Dr. Jane Berry summarized her experience at the workshop this way: "I'm really glad I did it, and highly recommend it. I took the course because I've heard about it so many times over the years, as a CE workshop and as something Robin has done locally, nationally, and even internationally. I wanted to hear how she combines the research with the applied aspects of memory training. She did a GREAT job! The balance between the research and the application was perfect. She provided hands-on activities, lots of examples from everyday life and the literature, and took tons of questions from the group. She memorized all 25 names very quickly and demonstrated her expertise at name memory, much to the astonishment of the attendees. Her energy and pace were terrific, and she was authoritative yet approachable and down to earth (classic Robin!). The older adults who come to my lab often ask what they can do to improve their memories, and I thought getting Robin's version of memory improvement techniques would help me answer that question. (My first answer to the question is always, "Pay attention" and the second, "Exercise, aerobic exercise." Robin would add to it, "Practice, practice, practice!". She made a compelling case for mental gymnastics and the benefit of honing memorization skills by constant practice."

It should also be noted that Dr. West was unable to attend the Division 20 business meeting, which was held during the workshop, to receive her M. Powell Lawton Award! (The workshop attendees clapped for her and congratulated her!)

2015 Convention

Suggestions for a CE workshop for the 2015 APA convention in Toronto can be sent to Shevaun Neupert (shevaun_neupert@ncsu.edu) or Farzin Irani (far762002@gmail.com).

STUDENT NEWS

Student Involvement in Division 20

Submitted by Elizabeth Handing

Are you a student searching for career opportunities? Want to meet leading researchers in the field of Adult Development and Aging? Want to increase your visibility in the field? By becoming a student member of Division 20, you will join the ranks of many renowned psychologists and have the opportunity to establish yourself within the Adult Development and Aging community. Here are four (although there are many more) great reasons to join Division 20.

1. Opportunity

Division 20 (D-20) has nearly 1,000 members (including associates, fellows, professionals, and students) with whom you can meet and network. By submitting your work to the annual APA convention, you have the opportunity to present your research in front of leading experts as well as attend symposia, presentations, and poster sessions. Student research is a focal point and strongly encouraged. Division 20 also offers annual student awards including: the Walter G. McMillen Memorial Award for Parkinson's Disease Research, Doctoral Dissertation Award in the Psychology of Aging, and Travel Awards for the APA convention at the undergraduate, graduate, and post-doctoral levels.

2. Cross-divisional collaboration

A new emphasis for APA has been cross-collaboration of divisions. If you feel that your research overlaps with other divisions, D-20 also embraces collaboration with other divisions. We know that our field is no longer a singular focus; researchers must work together spanning different approaches, e.g. clinical, developmental, and pharmacological research.

3. Networking

For me personally, the networking and involvement in D-20 is an outstanding resource for students. Students should join the D-20 listserve to stay up to date about new professional and social events. (Many job listings are posted here!) Additionally, a unique and exciting experience at the APA convention is the Speed Mentoring event. This event is a collaborative event co-sponsored by Division 20 and Division 40 (Clinical Neuropsychology) geared towards students interested in learning the ins and outs from highly qualified researchers. Typically, two invited speakers will give a short presentation, followed by one-on-one questions

and answer time. I have gained valuable insight on questions regarding publishing, grant writing, research plans, and navigating graduate life. This is an event not to miss!

4. American Psychological Association of Graduate Students (APAGS)

If you are a graduate student, APAGS is an additional resource that provides students with advice at all stages of graduate careers. APAGS offers presentations and workshops regarding the challenges and struggles you may face and how to be successful. For example, at this year's APA convention, workshops were offered on time management, setting goals, matching for internship, and dissertation flow (just to name a few). APAGS also offers networking opportunities and is a chance to meet like-minded graduate students.

Division 20 is dedicated to student success and preparing emerging scholars to lead the field. We are the future of this field, and Division 20 provides an incredible opportunity and resource for students.

If you would like to know more about Division 20 or become a member, please visit our webpage at: <http://www.apadivisions.org/division-20/index.aspx>

If you have questions about being a student member, please contact Elizabeth Handing or Nelson Roque.

Nelson Roque

Nelson Roque is a graduate student at Florida State University, pursuing a PhD in Cognitive Psychology. His current research interests include visual attention, aging, and video game training. He can be contacted at roque@psy.fsu.edu.

Elizabeth Handing

Elizabeth Handing is a graduate student at University of South Florida, pursuing a PhD in Aging Studies. Her research is focused on lifestyle factors as they relate to healthy aging, specifically the influence of nutrition on cognitive functioning. She can be contacted at handing@mail.usf.edu.

Teaching Tips Column, continued from page 5

they wanted to discuss in their small groups. I encouraged them to think about their own stereotypes of older adults and what topics would elicit discussion to dispel those stereotypes. They decided to focus on cultural differences in respect for elders, memory changes with aging, and happiness levels in adulthood. I then asked the students to find entertaining video clips and cartoons to illustrate the stereotypes related to their chosen topics. The goal was to keep the discussion light-hearted and fun so that participants would feel comfortable sharing their experiences and opinions.

As participants came into the room and got their lunch, a Pepsi Max ad played on the screen. This ad features a young NBA player wearing professional make-up to make him look like an old man. The NBA player starts a game of pick-up basketball with some young men in a city neighborhood. The audience is shocked to see this seemingly elderly gentleman beat all the best neighborhood players. This set the tone for my students to ask their small groups if they had ever experienced a time when they were expected to “act their age.”

To illustrate possible cultural differences in respect for elders, I showed clips from Chinese and American portrayals of older adults. The students then led discussions about how the participants' cultural background affected their views on aging. A participant from China shared that it was customary for elders to choose the name of grandchildren and great-grandchildren. American participants were shocked at the idea of giving elders that much power.

My students then asked their small groups to share experiences of forgetting things and the explanations they had for their forgetfulness. For example, one young college student reported leaving his keys behind on a long trip when he was especially stressed about a breakup and job hunt. An older adult in the group commented that he almost never forgets his keys, because he keeps them in his pocket all the time (even when he is not actively using them). My student pointed out that this was an example of selective optimization with compensation and that older adults sometime develop elaborate strategies to help them manage memory loss.

Finally, students started dialogues in their small groups about what the happiest time of life is. A few participants mentioned that it must be miserable to be old, but by this time, most participants recognized that it greatly depended on the individual. For example, a middle-aged participant shared that he was happiest as a young man, when he started his first job and felt he could accomplish anything. However, another middle-aged participant shared that she was currently the happiest she had ever been, because her children were grown and she had a great deal of freedom and time for fun activities with her husband. My students attempted to relate the participants' diverse stories to research on life satisfaction across adulthood.

Overall, the experience of leading the Diversity Dialogue helped students apply course material to real adults' everyday experiences. Furthermore, we exposed a wide college and community audience to research findings on adult development and aging. We wanted the participants to learn from the discussions, but most importantly, we wanted them to emotionally connect with each other's experiences to break down stereotypes. I would encourage professors to conduct Diversity Dialogues or similar programs on their campuses. There is often funding for this type of event through campus multicultural offices. Students, community members, and faculty can all benefit from dialoguing with one another.

Reference

Howard, R. (2014). *A CQR study of Diversity Dialogue facilitation on multicultural counseling skill development*. (Unpublished doctoral dissertation). University of Wisconsin-Madison.

**Minutes of APA Division 20 Executive Committee Meeting
2014 APA Convention, Washington, DC
Friday, August 9, 2014 (8-9:50 am)**

In attendance: Bill Haley, Sara Czaja, Pat Parmelee, Warner Schaie, Sue Whitbourne, Dave Chiriboga, Karen Kopera-Frye, Harvey Sterns, Chris Rosnick, Lynn Snow, Grace Caskie, Karen Roberto, Anthony Sterns, Becky Allen, Ann Pearman, Julie Boron, Elizabeth Handling, Joann Montepare

REMINDER: SEND IN YOUR UPDATED HANDBOOK INFORMATION: jmontepare@lasell.edu

I. Welcome, Introductions, and Good News (Bill Haley)

Rebecca Allen is the recipient of the Society of Clinical Geropsychology's 2014 Distinguished Clinical Mentorship Award

II. Committee Reports

- a. Elections Committee (Becky Allen) – Elections went smoothly, but it was a challenge finding members willing to run for the position of D20 president. Other positions were easier to manage. Discussion was held about the process for garnering candidates and factors which may discourage members from running (i.e., work commitment, timing, experience). Suggestions were made about present/past presidents speaking with potential candidates in advance of elections, and establishing a vice presidential position.
- b. Treasurer's Report (Bill Haley for Joe Gaugler) – The report was distributed in advance, highlights included that implementation of previous recommendations were on track, and overall expenses were down along with a modest increase in membership dues. Questions were raised about further clarification for the process for budget approval and APS dues costs. It was noted that the report incorrectly indicated that we no longer sponsor APA Speed Mentoring Event. We do co-sponsor it and plan to so in the future.

Bill led a discussion about how the cost of the social hour is being handled this year (i.e., regular members were asked for a \$10 donation, student member cost was covered personally by Bill, and D20 picked up the remainder of the cost). It was suggested that in the future we set aside designated funds for events like the social hour. Discussion was also held around the advantages/disadvantages of on-site/off-site venues, timing, co-sponsoring with D2-12, and hosting a hospitality suite as an alternative to the social hour.

- c. Council (Sue Whitbourne, Warner Schaie) – The Good Governance project is in the works; however, significant concerns exist by D20 and other division council members about issues such as the equity of representation of larger versus smaller divisions, what happens to the voice of committees like CONA, how checks and balances will be implemented, and other new policies and procedures.

It was recommended that D20 express its opposition along with others by writing a position statement via the division officers' listserv. It was also suggested that our council representatives write a report about the project and concerns for the upcoming Newsletter and urge members to vote NO to the bylaw change.

FYI: Good Governance Project 2014 updated information from APA may be found here:
<http://www.apa.org/about/governance/good-governance/>

- d. Program Committee (Joann Montepare, Chris Rosnick) – Program work went well. Although we did not use all of our hours this year, the overall number of programs we sponsored was greater than last year. The difference reflects the implementation of APA's new collaborative programming and how the management of these programs intersects with our scheduling and hour allotment.

Continued on p. 17

Minutes, continued from p. 16

The number of poster submissions was down from last year (60 versus 80), and a recommendation was made to launch a student poster award program to encourage greater participation.

Chris discussed the collaborative programming experience and suggested that moving forward we use a more specific approach (e.g., big net versus special calls, etc.). Chris, Sara, and new program co-chair, Wally Boot will follow-up and discuss.

- e. Fellows Committee - Karen Roberto reported that two new candidates were approved (Dr. Karen Roberto Virginia Tech; Dr. Brian Carpenter, Washington University in St. Louis).
- f. Membership Committee (David Chiriboga, Lynn Snow) – Membership trends were reviewed, noting that the number of paid memberships was up. It was suggested that we tap emeritus members to encourage faculty and students to join D20.

David has a supply of membership brochures. Although some of the info is outdated, they are very nice (and compact) and may be used to disseminate info about D20 membership. Members should contact David if they want to obtain brochures for local events.

We discussed Division 20 ribbons. We thought that we had a supply of these but could not find them. We need to order new ones by APA 2015.

- g. Continuing Education Committee (Ann Pearman) – Robin West's "Train the Trainer" workshop was held this year. New ideas are welcomed for upcoming workshops. It was noted that webinars can be approved for CE credit and that we should keep this in mind for upcoming conference sessions. It was also suggested that we find new ways to promote the webinars we have sponsored and work on new webinar development.
- h. Education (Julie Boron) – The Graduate Student Directory has been updated and new syllabi and teaching tips are available on-line.
- i. Newsletter (Grace Caskie) – The newsletter is now only electronic and online, after a transition year working with APA on organizing deadlines, formatting procedures, etc. The next deadline is September 5, 2014. Note that only solicited articles are published, and although there is no shortage of ideas and offers, it is still difficult to bring pieces to completion.

A suggestion was made to use the Newsletter as a forum for a "pro" versus "con" piece on APA's Good Governance project.

- j. Awards (Karen Roberto, Karen Kopera-Frye) – Successful changes were made in the timing practices; however, there continues to be a challenge in getting nominations. Thus, the committee is looking into ways to better promote the awards (types and amounts). Suggestions were made to establish a student poster award and other awards for symposia, etc.
- k. Early Career Psychologists – The report was removed as an agenda item as the committee is not presently in full operation. As incoming president, Sara Czaja will revisit this work. President-Elect Harvey Sterns suggested we consider ways to engage late career and retiring members in the purview of this committee.
- l. ListServ (Joann Montepare, Lori James) – The co-moderating role set-up has been going well and provides a good system for deliberating various posting issues which arise.

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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!

Minutes, continued from p. 17

- III. Transitions – Sara Czaja discussed her priorities as incoming president, which included raising the visibility of the Division and exploring collaborations with other divisions (e.g., D44: Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues).

Harvey noted how D20 has been very “generative” (e.g., work in geropsychology) and that we need to continue not only to strengthen our presence and identity, but to also remind others of our advocacy history. He suggested exploring ways to utilize the “Family Tree” project he and Liz Stine-Morrow developed. Joann volunteered to work with Harvey on generating ideas (e.g., web project, 2015 Conference poster initiative).

- IV. CONA (Debbie DiGilio) – New committee membership was reviewed and announcements made: 1) “Prolonging Vitality” was recently updated and used effectively for meetings “on the Hill”; 2) a new resource sheet was developed and distributed to all state licensing boards; 3) the Clinician’s Corner workshop via live webcast on Friday, June 27, 2014 will feature Manfred Diehl discussing “Promoting Successful and Healthy Adult Development and Aging”; and, 4) the 2015 White House Conference on Aging will be done remotely this year – and, it is noteworthy that the SAMSA strategy plan has no mention of aging in it. Roberta Downing also reported that the congressional briefing on Alzheimer’s disease was well attended. In January, a new Congress will convene and discussion is expected about reorganizing the Older Americans Act.

V. New business – none

VI. Adjourned at 9:50 am EDT

Respectfully submitted,

Joann Montepare

Secretary

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