

Adult Development & Aging News

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Adult
Development
and Aging

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President's Message

This year has been an exciting time for Division 20, and we have made some great strides with some new initiatives. As is our tradition, we held an Executive Committee meeting at GSA. For many of us, this was our first meeting as Division officer holders. The meeting was quite lively and generally positive with respect to the "state of the union" of our Division. Our Division leaders have been exerting great efforts to keep the Division prospering.

On the budget side, because of initiatives instituted in the past year such as moving to an electronic newsletter, the Division's financial status has improved. We have also had a slight increase in paying memberships. This is especially positive, as memberships in most Divisions have been declining. We have instituted some other strategies to help defray our costs such as minimizing hotel's costly food services at our meetings and rethinking forums for our social activities.

One of our major activities has been developing initiatives to increase student involvement in the Division. Our overall approach is to highlight Division 20 as the home for gerontology that provides a wonderful opportunity to meet others in

the field and foster future collaborations.

We have instituted a Student Mentoring Program and have commitments from some of our members to serve as mentors. I would strongly encourage others to do this. Fostering future careers in Gerontology is one of the most important contributions we can make to the field. We also decided to highlight students in our newsletter as a way to recognize student accomplishments. In addition, we will sponsor a Student Poster Award at this year's annual meeting. Of course, there will also be a student social hour to provide our students with an opportunity to mingle and find out about the activities of others. Our hope is that these initiatives will increase student membership and involvement; our students represent the future of our Division and the field.

Another of our major initiatives has been focused on increasing our interdivisional collaborations. We are making great strides in this area. The Division was awarded Committee on Division/APA



Sara Czaja
Division 20 President

Relations (CODAPAR) funding. The funding is related to developing a resource guide for LGBTI seniors. The guide is to help LGBTI seniors connect with resources, information and support services related to social, health and legal issues. Division 20 (with tremendous effort on the part of Wally Boot) led this effort and Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues) and Division 21 (Applied Experimental and Engineering Psychology) are collaborative partners. We also have also had several interdivisional collaborative symposiums accepted for the upcoming annual meeting. This is a great benefit to Division 20 as it broadens our exposure and representation at the

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

Deadlines for submissions are:
September 1
March 1
June 1

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meeting at no cost to our programming hours.

We have also been actively involved with Deborah DiGilio in planning for the upcoming White House Conference on Aging (WHCoA). This is a wonderful opportunity to showcase our Division and the importance of Psychology to issues confronting current and future populations of older adults. In this regard, we have submitted white papers describing what Psychology has to offer and recommendations for action related to each of the four WHCoA focus areas: retirement and security; healthy aging; long-term care services and supports; and financial exploitation, abuse and neglect. We will be presenting a summary of these white papers in a symposium at our upcoming Annual Meeting. The WHCoA Executive Committee is also considering APA's request to have a listening session/webinar related to these four focus areas in late March.

In keeping with developments in technology, under the leadership of Sue Whitbourne, we now have an active presence on Facebook, and we have more than 100 members. Anthony Sterns has been successful in transitioning the management of our website to APA. We determined that this transition is more efficient for the Division. Becky Allen has been successful in establishing Geropsychology as a specialty area of the

American Board of Professional Psychology (ABPP).

Thanks to the efforts of Wally Boot and Chris Rosnick, we have an exciting program scheduled for our upcoming annual meeting. This year we are changing the format a bit in our efforts to increase the involvement of our members in Division activities. We will be holding the business meeting late afternoon on Friday as opposed to early Saturday morning. The Presidential Address and the Social Hour will follow the Business Meeting. We thought this might increase attendance at the Business Meeting. As noted, we have several symposia accepted for the meeting, which are addressing a number of cross cutting issues. We also have two invited Presidential addresses. One is by Dan Morrow (University of Illinois at Champagne Urbana): "Technology As a Bridge Between Primary Health Care Systems and Older Adults With Diverse Cognitive/Literacy Abilities." The other is by Lynn McDonald, PhD (Institute for the Life Course and Aging, University of Toronto, Toronto, ON, Canada): "Research From the Institute for the Life Course and Aging to Address the Needs of an Aging Population."

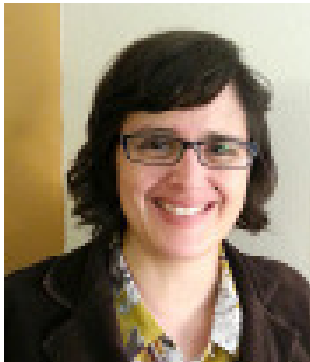
We are of course continuing to face some challenges. One is our slate of nominees for the Division 20 elections. We still have difficulty in identifying individuals who are willing to run for the office of Division 20 President. Once again, we have adopted a pragmatic approach and asked Manfred Diehl to run unopposed for office. Manfred has accepted, and we are excited that he has agreed to serve in this position. He will do an outstanding job. We hope that in upcoming years more people will be willing to take on this leadership role. It is a wonderful opportunity and service to the field. We also need to continue to bolster our membership and keep our Division active and viable.

Finally, the deadline for nominating colleagues for Divisional Awards is fast approaching. I encourage you to acknowledge the contributions of your colleagues by nominating them for these awards. I also hope that you will make plans to attend the Annual Meeting in Toronto. We have an exciting program planned, and I look forward to seeing you there.

FEATURED STUDENTS

At the 2014 APA convention, Division 20 recognized student research with two awards. Andrea Weinstein, a student from the University of Pittsburgh, received the Walter G. McMillen Memorial Award for Parkinson's Disease Research, and Carla Strickland-Hughes, a student from the University of Florida, received a travel award to present her completed research at the convention.

We asked them both to comment on how being a student member of Division 20 has benefited them professionally and why they might encourage other graduate students to join Division 20 and/or be involved with the Division's activities.



Carla Strickland-Hughes

My APA Division 20 membership has been a noteworthy contributor to my professional development since I was an undergraduate student. The graduate studies directory was an invaluable guide when I began my doctoral program applications, and I always recommend this resource to my research assistants who are interested in adult development and aging graduate studies. The member listserv and tri-annual *Adult Development and Aging News* broaden my connection to the community of aging scholars beyond faculty members at my home university. These communications keep me informed of the important news and events for our field, including relevant opportunities for training and awards (and, looking to the future, postdoctoral fellow job ads!). This year I was honored to receive a graduate student travel award to present my completed research at the 122nd annual convention! The generous award markedly helped offset my travel-related expenses, and I am so appreciative that I was therefore able to attend each day of the convention. This convention was a huge success for me professionally! I presented my poster, assisted Dr. Robin West in her Train the Trainers CE workshop, and was co-author on her symposium presentation. In addition, I visited with colleagues, was introduced to some of my research role models, and participated in a valuable speed mentoring event co-hosted by Divisions 20 and 40. I look forward to maintaining and further developing my Division 20 membership throughout my career.



Andrea Weinstein

As a graduate student, I have found that APA membership can become a little overwhelming to navigate, given the sheer breadth of psychologists associated with the association. This is where I found the Divisions to be really helpful. By being a part of the APA Divisions, including Division 20, I am able to find current information relevant to my interests in psychology. This makes searching for research and professional topics streamlined. In addition, the professional resources offered through Division 20 help me to navigate my goals as an early career psychologist. Division 20 offered networking opportunities at the APA conference, which allowed me to both reconnect with and meet new colleagues in my field. Recently, Division 20 awarded me funding that was essential for completing my dissertation research; without this award, it would have been very difficult for me to gather primary data relevant to the relationship of physical activity and the aging brain. I think that graduate students and other early career psychologists can gain essential professional resources from Division 20 that will help their career.

Council of Representatives Report

Submitted by K. Warner Schaie, PhD and Patricia A. Parmelee, PhD
Division 20 Council Representatives

Edited from a report by Rhea K. Farberman, Monitor executive editor

The APA Council of Representatives held its regular meeting February 20-22, 2015. This was Council's first meeting in its new, strategic planning capacity. Council therefore devoted a full day of its 2 1/2 day meeting to a strategic issue discussion focused on the goal of translating psychological science into public policy. The topic was opened by panel presentations by four council members and APA General Counsel Nathalie Gilfoyle regarding how to support translation of scientific research into public policy. After the presentations, council members participated in one of three break-out discussions focused on advocacy, educating the public, and translational research. Both Division 20 representatives participated in the translational research session. The consensus was that the format was not ideal, but brainstorming yielded some interesting ideas for encouraging researchers to emphasize translation/application.

Professional practice in health-delivery settings was a focus of much of the business agenda. Council adopted an interorganizational document, on which APA and three of its divisions collaborated with five other groups, that outlines competencies for psychology practice in primary care. The competencies document will serve as a resource for graduate-level psychology education and training programs, students and current practitioners. It can be viewed at www.apa.org/ed/resources/competencies-practice.pdf

In a related action, Council voted to approve the Commission on Accreditation's new *Standards of Accreditation for Health Service Psychology*. The new standards will replace the current Guidelines and Principles for Accreditation and will go into effect for all accredited programs on Jan. 1, 2017. A full report on the new guidelines will appear in the May *Monitor*.

A third action concerning professional practice was adoption of a new policy document, *Professional Practice Guidelines: Guidance for Developers and Users*. The new policy document provides updated guidance for creating professional practice guidelines and gives current examples of such guidelines.

Budget report. Chief Financial Officer Archie Turner and APA Treasurer Bonnie Markham, PhD, PsyD, reported that finances are strong despite a small deficit budget this year. Overall, APA is in compliance with all of its debt covenants and continues to benefit from sizable long-term investments, particularly real estate holdings.

Other action. In other action, the council approved:

- A change in the association rules to **require boards and committees to have at least one member who is an early career psychologist**, defined as being within 10 years of having earned the doctoral degree. A few boards and committees will be exempted from this rule due to their special requirements for service (e.g., the Fellows Committee). APA's boards and committees have until 2017 to comply with the new rule.
- Plans to implement **changes in the association bylaws and rules related to the composition and election of the board of directors**. These changes are an outgrowth of the Good Governance Project. All bylaws changes require a vote of the membership. That vote is expected to take place this fall by mail ballot.
- **APA's endorsement of the 2012 San Francisco Declaration on Research Assessment**, which calls for improvements in the ways that the impact of scientific research is measured. In particular, it recommends against reliance on journal impact factors as measures of the quality of individual research articles or of an individual scientist's contributions.
- A change in the bylaws and association rules to allow **one seat on APA's Board of Educational Affairs (BEA) to be held by an APA High School or Community College Teacher Affiliate member**. An amendment to the APA bylaws to implement the change will be sent to the membership for a vote this fall.

TEACHING TIPS

Two Ideas for Creating Immediacy in the Online Learning Environment

By Paul P. Falkowski, Ph.D., University of Nebraska at Omaha

It is no secret that the rapid technological advances in computer hardware and software have significantly changed the landscape of how we interact with one another. The classroom is no exception. With the introduction of the virtual meeting places such as Facebook, My Space, Twitter, LinkedIn, etc., the predictable progression of those advances has led to the creation of the virtual classroom. Students are no longer constrained to attending face-to-face classrooms to participate in the educational process. Online courses are being offered by schools large and small around the globe. New technologies are emerging more rapidly than one instructor can fully comprehend. How do these new vehicles of learning impact instructor-student pedagogies? What is the impact on well-known and accepted theories of teacher and student immediacy behaviors on affective and cognitive learning in this virtual classroom? Which of these emerging technologies are most effective for online learning?

I began teaching online courses in gerontology several years ago, and the first time through, that experience can be somewhat overwhelming. However, with time, as with most things, I learned how to navigate the system, organize the material in such a manner that it is not confusing to the student, and finally add the technologies that enhance the learning experience. Here are two ideas I have found to be effective and not work intensive.

As teachers, we know that creating immediacy in the classroom is critical to student learning. Arbaugh (2010) examined the behaviors of online instructors — both formal (teaching presence) and informal (immediacy). Both were revealed to be positively related to student perceived learning and student satisfaction with the online environment. Results indicated that both teaching presence and instructor immediacy were associated with perceived learning. Student participation in online courses, teaching presence, and instructor immediacy were all strong predictors of student satisfaction with delivery medium. But how does the online instructor create immediacy? Baker (2004) examined the impact of instructor immediacy behaviors in an online learning

environment. Immediacy behaviors appear to influence the experience in all settings. The results of this study were consistent with like studies of traditional face-to-face courses. About 60% of communication is nonverbal. Similarly, verbal communication behaviors increase the sense of closeness or immediacy.

With that said, short video clips are now fairly easy to create and post in the online environment. I use two methods. First, I post a weekly update, commenting on previous week's assignments and quizzes, and then close with a look at what activities and assignments are coming due for the week or reminders about long-term projects. Student evaluations clearly show that students appreciate the videos as one student commented: *"I appreciate the professor's weekly video clips. It gives me a sense that I'm actually in a classroom."* Second, I have tested the use of videos where I and one other student have a discussion using a combination of Skype and screen capture software. I present ideas from the week's lesson to the student and then ask for the student's feedback. The audience (i.e., the remaining students watching the dialogue) is engaged in the interaction and, once again, immediacy is created. The distance between learner and instructor in the online environment leads to psychological and communication gaps that must be overcome by appropriate teaching procedures (Dennen, Darabi, & Smith, 2007). It has been my experience that these methods help to overcome those gaps. Tone of voice and gestures are elements of communication that may be missing from the online experience. The videos add those elements back to the online experience.

In the same vein of thought, I have incorporated wiki's into my online courses to encourage communication among the students. At the beginning of each semester, I create a wiki entitled: "Let's Get Acquainted" and then create a wiki page for each student. On the homepage of the wiki, I post instructions that includes a general outline for the students to follow. I add a few bonus points to encourage them to participate. Students will post pictures, videos, along with text giving some of their

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background, why they are taking the course, and what they hope to learn. They share pictures of themselves, their pets, and even children. I have my own page as well where I share, albeit with a little more caution, but I do share my passion for working with older adults, my expertise working with future care providers, and my own interests. Although the interactions are not synchronous, they do provide another layer of immediacy that would otherwise not be present, thus creating a sense of community as well. Other than the initial burden of creating the wiki, which takes less than a minute, and creating pages for each of the students (I do this for uniformity), the wiki's are not difficult to manage. I am also using the wiki's for assignments. Students visit a service provider, interview the director, take pictures as permitted by the agency, and then create a wiki page detailing what they learned about the agency, again using a variety of media and text. Student reactions have been positive, stating it was a departure from the routine of writing a paper and that they enjoyed the opportunity to view their classmates' work.

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- Dennen, V., Darabi, A., & Smith, L. (2007). Instructor-learner interaction in online courses: The relative perceived importance of particular instructor actions on performance and satisfaction. *Distance Education*, 28(1), 65-79.

Paul Falkowski is the online instructor/coordinator for the University of Nebraska at Omaha, Department of Gerontology. His interests include online pedagogy, instructional design and civic engagement.

APF 2015 Visionary, Barlow, and Weiss Grants

The American Psychological Foundation (APF) is currently accepting proposals for:

- **Visionary Grants:** Grants range from \$5,000 - \$20,000
- **David H. and Beverly A. Barlow Grant:** One grant of up to \$9,000
- **Drs. Rosalee G. and Raymond A. Weiss Research and Program Innovation Grant:** One grant of up to \$1,000

These grant programs fund projects in APF's priority areas:

- Understanding and fostering the connection between behavior and physical health to ensure well-being.*
- Reducing stigma and prejudice to promote unity and harmony.
- Understanding and preventing violence to create a safer, more humane world.
- Supporting programs that address the long-term psychological needs of individuals and communities in the aftermath of disaster.

**The Barlow Grant funds this priority area exclusively.*

The deadline for all three programs is April 1, 2015.

Please see www.apa.org/apf for more information.

2015 APA Annual Convention Program Report
Submitted by Walter Boot & Chris Rosnick, 2015 Division 20 Program Co-Chairs

Mark your Calendars! The D20 Program for the 2015 APA convention in Toronto (August 6–9) is almost complete, and it looks great. The presidential theme selected this year by Sara Czaja is “Aging, Diversity, and Technology”, and speakers will address key issues around this theme from several perspectives. Baltes award recipient Jutta Heckhausen (University of California, Irvine) will present “A Motivational Theory of Lifespan Development”, invited speaker Dan Morrow (University of Illinois at Urbana-Champaign) will offer his view on “Technology as a Bridge Between Primary Health Care Systems and Older Adults with Diverse Cognitive/Literacy Abilities”, and invited speaker Lynn McDonald will give us an overview of the research being done at the Institute for the Life Course & Aging. In her presidential address, Sara Czaja will tell us about “The Changing Face of Aging: The Role of Division 20”. This year, we submitted 8 collaborative programs, and D20 had five symposia accepted, giving us 9 “free” programming hours (which will be scheduled by APA). We will also be hosting eight other symposia and special sessions, including a skill-building session addressing the assessment needs of the Baby Boomers and a symposium providing information on how to get grant funding. Forty-two posters were accepted, reflecting diverse, contemporary topics ranging from nutritional factors associated with cognitive decline, to fashion and the aging self, to potential signs of wisdom. We will also be co-listed on over 20 other divisional programs, reflecting topics such as career transitions in mid-life, advances in conceptualizing meaning in life, and mortality in older homeless veterans. We expect several of our programs to offer Continuing Education credits for attendees, and we invite members to meet new Fellows in their presentation session. This year, it was decided to hold the programming social hour on-site immediately following the Presidential address. We are still working on an additional off-site social event to enable D20 members to network and enjoy the company of colleagues and the city of Toronto! The APA conference programming office is reviewing our scheduling requests, and we should hear in June more about the finalized schedule. We look forward to seeing you in Toronto!

**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

Office on Aging and Committee on Aging (CONA) Update

Submitted by Deborah DiGilio, MPH, Director, Office on Aging and Staff Liaison to CONA

The Office and Committee on Aging have been keeping abreast of developments related to the planned 2015 White House Conference on Aging (WHCoA) in order to determine the best strategy to ensure that psychological science informs the four priority issues announced by the White House. Those issues are: retirement security, healthy aging, long-term services and supports, and elder justice. Dr. Karen Roberto and I have been coordinating the efforts that are underway. The recently adopted *APA Resolution on the 2015 White House Conference on Aging* outlines the contributions of psychology in each of the four priority issues.

Eight white papers (two for each of the four issues) have been prepared for submission to the WHCoA. The papers were prepared by the following individuals: Retirement Security by Drs. Joseph Quinn and Kevin Cahill, and Jacquelyn Boone James, Christina Matz-Costa, and Michael Smyer; Healthy Aging by Drs. Becca Levy and Glenn Smith; Long-term Services and Supports by Drs. Sara Czaja and Sara Qualls; and Elder Justice by Drs. Peter Lichtenberg and Karen Roberto. We are waiting to hear whether the forum/webinar APA proposed during a meeting with the WHCoA Executive Director, Nora Super, will be approved. This would be an additional venue to share the papers and secure broader participation of psychologists. I should note that the 2015 conference is not like previous conferences. Previous WHCoAs were mandated by Congressional statute, with process and funding specified. This time, it is a White House organized event (tentatively scheduled for July) that would proceed without that Congressional support. Nor will there be appointed delegates voting on resolutions as in the past. Input will be secured from comments submitted through the website, regional forums, listening sessions, and to the four interagency work groups that are addressing the priority areas. APA has also submitted names of psychologists willing to comment at each of the WHCoA regional forums.

Another current Office on Aging effort is updating the APA Family Caregivers Briefcase. Launched in 2011, this online resource provides tools and resources for

psychologists and other health care providers to assist family caregivers through individual and organizational practice, research, teaching and community service. It is very popular, but in need of updating. The Presidential Task Force that developed the Briefcase (Drs. Martha Crowther, Timothy Elliot, Bill Haley, Barry Jacobs, Sara Qualls, and Andrea Patenaude) has graciously donated additional time to update the sections they initially developed.

CONA greets its two new members, Drs. Margaret Norris and Patricia Parmelee, at its first meeting of 2015 on March 27-29. Current members are: Drs. Glenn Smith (chair), Lisa Brown, Brian Carpenter, and Kimberly Hiroto. Drs. Jennifer Moye and Karen Roberto rotated off CONA at the end of last year.

Keep abreast of current Office and CONA activities by subscribing to the APA Aging Issues Newsletter and checking the Office on Aging webpage regularly. If you have questions or concerns, please contact me at ddigilio@apa.org.

STUDENT NEWS

Planning for success: How to use time management to balance roles as a graduate student

Submitted by Nelson Roque and Elizabeth Handing

Juggling all your roles as a graduate student can be overwhelming at times, but with the proper time-management strategies, you should not have any problems excelling in every area you are tasked with! It is important to remember that leading a balanced life in graduate school is not solely about your academic and professional responsibilities; your health and lifestyle also play a major role in your overall success. In this article, we will highlight just a few strategies that have not only worked for us, but for our peers and advisors.

Return on Investment (ROI) on your Time

If you are to consider your time as a valuable commodity, you will quickly notice what activities have low return of investment or ROI and what activities are high. To better understand this point, consider how much time you spend casually browsing the internet, reading/writing emails, scheduling, and doing other activities. Now consider the amount of time you spend planning research projects, analyzing data, and writing up results. If any of the above mentioned activities are taking up a lot of your time and you feel there should be an easier way, look into ways that you can automate it or use technology to assist you.

Plan Now, Enjoy Later

It would be wonderful if we could do everything for the week in one day, but approaching your responsibilities in this way may leave you feeling more stressed than when you began to plan your week. To get the most out of each day, it is useful to know what tasks take priority over others, and use this to create a daily action plan, working towards a weekly action plan. Start your week by listing everything that needs to be accomplished. Then daily, grab a few items off your weekly action list, and work on them around your class/research schedule. Throughout your day, remind yourself of these tasks and cross them off as you go along. Before you know it, you will be getting more done daily, leaving you more time for other activities.

Budget time for YOU

On top of the demands of school, it is important to take care of yourself mentally and physically. Part of organizing your time should include budgeting time for self-care tasks such as exercise, cooking a new healthy meal, socializing with friends, and getting adequate sleep (7-9 hours a night). These habits can

also serve as stress relievers and help you perform at your best. In graduate school, it can be easy to put off exercise, eat poorly, and stay up too late, but remember your health should remain a priority.

Technology Can Be Your Friend

As researchers, we often do things as they have worked best in the past, without consideration of other options. With so many options available for making certain research processes more efficient, it is difficult to choose the best one. We will highlight below some of the resources we currently use:

Scheduling Made Easy

Are you often in charge of arranging meetings, or scheduling participants? Doodle and WhenIsGood both do a great job of making scheduling effortless. You create your event, set the parameters, and give everyone a link. Once everyone responds, you will immediately have a summary list of everyone's availability!

Links: <http://doodle.com>
<http://whenisgood.net>

Open-Source Experiment Building (for Free!)

Do you find experiment building to be the most time-consuming part of your research? If so, the following resources are for you. OpenSesame provides you with the tools to create an experiment with no programming knowledge whatsoever, using drag-and-drop tools (although having some helps for custom problems!). PsychoPy has a similar interface for experiment development with drag and drop tools, but it also has a scripting engine, based in Python, where you can truly create anything your research requires. It is comparable to MATLAB's PsychToolBox in many respects, but it is free!

Links: <http://osdoc.cogsci.nl>
<http://www.psychopy.org>

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Division 20 Presidential Candidate Statement**Manfred Diehl, PhD**

The psychological study of adult development and aging presents a great number of challenges, but also a great number of opportunities. A large body of research in psychology has already greatly impacted the way people look at and experience their own aging, but more tasks lie ahead. In particular, I believe that psychologists from a number of subdisciplines have a great deal to contribute to how coming generations of adults perceive and experience their own aging and how they take responsibility for their own adult development. The members of Division 20 play a special role in conveying this message within APA and to the larger public.

I have been a member of Division 20 for almost 30 years and have served in a number of capacities. Over this time span, I have noticed that there are themes of continuity as well as themes of discontinuity, with the latter themes often being dictated by time-sensitive initiatives. Regardless of whether we deal with an issue of continuity or discontinuity, it is important that Division 20 brings its collective expertise to the table and makes its voice heard.

I bring a number of experiences to Division 20. My faculty appointments have given me insights regarding professional challenges and have given me an appreciation for multidisciplinary collaboration. My service on NIH study sections has given me insights into how our profession is perceived, and my service on the APA Committee on Aging has taught me how important advocacy and dissemination of research findings are. I would hope that these experiences provide a strong background to serve Division 20 as president.

Division 20 Member-at-Large Candidate Statements**Katherine S. Judge, PhD**

Katherine S. Judge, PhD, is an Associate Professor and Director of the Adult Development and Aging Doctoral Program in the Psychology Department at Cleveland State University (CSU). Dr. Judge received her Master's and Doctoral degrees in Applied Cognitive Aging Psychology from The University of Akron in 2003. Dr. Judge's research focuses on understanding the illness experience associated with chronic illness, specifically individuals living with dementia, stroke, and/or traumatic brain injury. Dr. Judge has developed, implemented, and evaluated cognitive rehabilitative and psychosocial skills training interventions for individuals living with dementia and their family caregivers that positively impact a wide range of well-being, strain, coping, and functional outcomes. Dr. Judge has received funding from NIA, Alzheimer's Association, The Robert Wood Johnson Foundation, Veteran's Administration, Centers for Medicare and Medicaid, and Administration on Aging. Dr. Judge teaches a wide range of undergraduate and graduate courses, including Memory and Cognition, Health Psychology, Mental Health & Aging, and Psychology of Adulthood & Aging. Dr. Judge has published over 30 peer-reviewed articles and book chapters and serves as a research mentor to undergraduate, master, and doctoral-level students. Dr. Judge was recognized for her research by receiving the Researcher of the Year Award from The Ohio Association of Gerontology and Education (2012) and the Outstanding Research Award from The College of Sciences and Health Professions at CSU (2014). Dr. Judge has been an active member of The Gerontological Society of America and will be serving as the program chair for Division 20 of APA.

Division 20 Member-at-Large Candidate Statements (continued)

Jennifer Margrett, PhD

Jennifer Margrett, PhD, is an Associate Professor of Human Development and Family Studies and the Director of the interdepartmental Gerontology Program at Iowa State University (ISU). As Director, Jennifer successfully led a program effort to launch new campus graduate degrees in Gerontology. Jennifer joined Division 20 as a graduate student representative and also served as newsletter co-editor for eight years. Her undergraduate and graduate Psychology training includes a doctoral degree in life-span developmental psychology from Wayne State University. Jennifer completed a NIMH post-doctoral fellowship at The Pennsylvania State University. Jennifer's research focuses on cognition and everyday functioning as related to social context and whole-person wellness throughout adulthood and later life. She emphasizes interdisciplinary collaborations and works closely with Extension and Outreach and state partners (e.g., Iowa Department on Aging, Alzheimer's Association). Training and working in rural contexts has raised Jennifer's awareness of the challenges faced by aging rural communities and residents. She is the chair of the Gerontology Program for the Great Plains Interactive Distance Education Alliance (GP-IDEA), a consortium of seven universities working together to offer an online Gerontology graduate certificate and master's degree. Jennifer teaches on-campus and online undergraduate and graduate courses related to adult development and aging. Jennifer is a fellow of the Gerontological Society of America. She has published over 45 articles and book chapters, serves on the editorial board of the *International Journal of Adult Development and Aging*, is an ad-hoc reviewer for national and international journals, and has served as a NIH grant reviewer.

Julie Hicks Patrick, PhD

Julie Hicks Patrick, PhD, is an Associate Professor of Psychology and a member of the Life Span Development graduate training area at West Virginia University. She received her PhD in Developmental Psychology/ Applied Cognitive Aging from The University of Akron (OH). Before coming to WVU, she worked at the Myers Research Institute at Menorah Park Center for the Aged in Beachwood (OH), the Center on Aging at Bradley University (IL). Dr. Patrick's research and teaching focus on families at mid- and later life and multidimensional interventions to improve physical and psychological well-being among community-living adults. She has received research funding from the National Institute on Aging, National Cancer Institute, CDC, and the Institute on Coaching at McLean Hospital. She received a teaching grant from Division 2-APA to support work with a local high school psychology class. Dr. Patrick mentors graduate and undergraduate student research and teaches Adult Development and Aging, Research Design and Analysis II, and seminars in applied developmental psychology. Recently, she has been conducting CEU workshops on cognitive interventions for social workers and psychologists.

Dr. Patrick served as co-editor of the Division 20 newsletter and has presented research at the annual meeting. She is active in the Gerontological Society of America, where she is a Fellow of the Behavioral and Social Sciences Section. She serves on the editorial board of *The Gerontologist* and the *International Journal of Aging and Human Development*, as well as an ad-hoc reviewer for various journals. She has published over 50 articles and book chapters.

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Gather Data Effortlessly

If you are still using paper surveys, then this next section is for you. Google Forms is an excellent way to gather data if your university does not have a Qualtrics license. It has the ability to include short-answer and free response questions, likert scale questions, and much more. A huge plus for Google Forms is its output format. All the data are automatically entered into an Excel-style spreadsheet (downloadable in many formats such as .csv and .txt), where you can include formulas for scoring, or data validation. This way your data can be collected and analyzed in one quick step.

To extend the utility of Google Forms, one can consider using it to collect data on Amazon's Mechanical Turk (if your IRB allows this). You will have live access to your data, viewable from any desktop computer or mobile device. If you are not familiar with MTurk, we encourage you to check out the link below to learn all the benefits it offers. It has been validated as a research tool by many independent labs, so this may be a way to go if you are looking to sample a diverse population in a hurry!

Links: <https://support.google.com/docs/answer/87809?hl=en>
<https://requester.mturk.com>

Approach Your Advisor

If you ever feel as if your current demands are interfering with your ability to live a balanced life outside of graduate school, do not hesitate to speak with your

advisor. It is important to be honest with them, and strategize ways to reduce your workload if your time does not allow for completing everything you are tasked with. They were in your shoes and will be understanding if you approach them!

We hope these tips can provide you with helpful hints on leading a more balanced life and prioritizing your time academically and non-academically.

Nelson Roque

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Elizabeth Handing

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Minutes of APA Division 20 Executive Committee Meeting

Thursday November 6, 2014 (8-9:50 am)

2014 GSA Conference, Washington DC

Meeting Minutes submitted by Joann Montepare

In attendance: Sara Czaja, Pat Parmelee, Bill Haley, K. Warner Schaie, Susan Whitbourne, Dave Chiriboga, Karen Kopera-Frye, Harvey Sterns, Lynn Snow, Grace Caskie, Karen Roberto, Anthony Sterns, Becky Allen, Ann Pearman, Julie Blaskewicz Boron, Elizabeth Handing, Joe Gaugler, JoNell Strough, Katie Fiori, Shevaun Neupert, Joann Montepare, Adam Davey, Becca Levy, Jane Berry

- I. Welcome and Introductions – Sara Czaja
- II. Committee Reports
 - A. Treasurer's Report (Joe Gaugler) – D20's financial status was reported to look better this year than last year, having gained \$3,400+ income, plus \$640 more in memberships. As well, a significant savings (\$7,000) resulted from movement to an electronic newsletter. However, a drop can be seen from a lack of income from CE registrations and the cost of the APA convention (\$3,300+). To offset decreases moving forward, the EC decided not to pay APS dues, to reconsider convention social hour options, and to explore revenue generating strategies like webinars. The EC also discussed potential new costs such as providing EC members with coffee "gift cards" for meetings in place of using the hotel's costly food services and defraying travel costs for council members.
 - B. Continuing Education Committee (Shevaun Neupert) – Due to unforeseen timing issues, the deadline was missed to update D20's CE status. EC discussed the option of submitting the application in the spring (cost \$365, if approved \$1,850 charge). D20 cannot sponsor CE events on its own (such as webinars), but it can still host CE events via conferences. Thus, the EC decided to resubmit application for CE status in the spring.
 - C. Council Report (Warner Schaie, Sue Whitbourne) – A recounting was given of APA's recent "Good Governance" initiative and its implications for fiduciary responsibility, division representation, inter-group collaboration, and diversity of opinion. The option of a 1 year hiatus on Board Committee was discussed, which the EC did not approve because of its potential impact on working relations across groups.
 - D. Program (report submitted by Chris Rosnick, Wally Boot) – D20 was allocated 17 programming hours. At present, 8 collaborative programs are in the works (which would be counted as "free" if accepted). Three additional divisional symposia are also being developed. The deadline for the submission of regular program proposals including posters and papers is Dec. 1.
 - E. Elections (Becky Allen) – As has been the case, finding candidates to run for particular positions continues to be a challenge. Presently, 2 slots are open for Members-at-Large and 1 for President-elect. Bill Haley suggested that the names of individuals who were previously approached to run for president be given to Sara, Pat, and Bill (present/prior presidents) so that they can speak with them about the value of the position and any concerns they may have about time commitments and related responsibilities.
 - F. ABPP (Becky Allen) - Becky also reported that the numbers had been met, and on Dec. 5 geropsychology will be formally accepted as an ABPP specialty!
 - G. Fellows (JoNell Strough) - The deadline for applications is Dec. 1, which was announced via the D20 member listserv. It was noted that the APA website needs to

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- be updated as it is not aligned well the Division's criteria for Fellow review and status.
- H. Membership (Dave Chiriboga, Lynn Snow) - 30 new members were gained. In discussing new marketing efforts, EC voted to: 1) identify D20 as the "home" for all gerontology bridges both with respect to actual practice (e.g., experimental and clinical approaches) as well as the "historical" connections - thus, belonging to D20 does not detract from being a member of another division, it simply makes professional sense and adds value; and, 2) to use new software to allow members to trace their own professional family tree. Warner Schaie also suggested that retired psychologists represent an untapped membership market to consider.
 - I. Education (Julie Boron) – The syllabus database has been updated, and other resource updates are being examined. EC discussed the need to provide potential new members with information about the value of D20, perhaps by providing educational and training resources and generating CE opportunities. It was also suggested that graduate student profiles be added to membership materials. Jane Berry suggested that we also consider ways to involve undergraduates (such as members of Psi Chi) to build membership interest.
 - J. Newsletter (Grace Caskie) – The Spring deadline is Feb. 15. It was suggested that we spotlight a student in the upcoming newsletter in light of the discussion about membership and education.
 - K. Awards (Karen Kopera-Frye, Jane Berry) – It was recommended that we institute a graduate student award for the APA annual meeting in addition to giving the Walter G. McMillen Memorial Award for Parkinson's Disease Research recognizing a graduates student's research on Parkinson's Disease.
 - L. Early Career Psychology Task Force (Adam Davey) - Highlights of the written report included: 1) a recording of Jeffrey Elias's webinar was provided to Tony Sterns for upload to the division web page; 2) a second request for mentors has been circulated to Division members; and, 3) Danielle Jahn has replaced Lewina Lee to assist with development of an ECP member survey.
- III. APA Liaisons. Debbie DiGilio (CONA) – An overview of the White House Conference on Aging (July 2015) was given with information about the 4 specific areas of focus: retirement security, healthy aging, long-term services and supports, and financial exploitation, abuse and neglect. CONA plans to assemble aging experts to talk about the issues and organize other strategies to promote awareness and discussion of critical points (e.g., special journal issue, develop speaking points for members). Names were taken of members to form a subcommittee to be sure D20 is represented in further discussions (Sara Czaja, Julie Blaskewicz Boron, Susan Whitbourne, Harvey Sterns, Joann Montepare, JoNell Strough, Karen F. Kopera-Frye, Becca Levy). On other fronts, Debbie noted that the Family Caregiver Briefcase was updated, and a podcast will be made of the July APA Congressional Briefing addressing the state of dementia prevention.
- Meeting Minutes continued by Rebecca Allen
- IV. Discussion of Early Career Award and Awards committee. Dr. Dan Johnson? Who will do what at APA?

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- V. Online Mentoring
- A. By the end of September, this committee had commitments from N = 9 mentors
 - B. This is listed as an opportunity on our Div. 20 Facebook page
 - C. The committee will send out the call again to encourage more mentor volunteers
 - D. Bill Haley suggests a limit of 2 additional mentees from across the nation for each mentor who volunteers
 - E. There is a need to keep the Div. 20 website up to date with this information, but this process is more laborious now that APA manages it rather than Univ. Florida.
- VI. Tony reported on the website:
- A. The flow of Division 20 information is not as smooth now that the change to APA management of the website has occurred; it is a long process, and information cannot be automatically changed in a timely fashion by Tony.
 - B. For example, he has been working on helping APA place a mentoring tab on our site
 - C. Any new topics proposed must fit into the existing website structure, requiring creativity on Tony's part to find the "right" place to put things.
- VII. Sue Whitbourne reported on our social media efforts via Facebook
- A. The goal of having 100 members has been met (N = 105), and Sue is now excited to pursue the goal of obtaining 200 members.
 - B. Sue encourages the EC to publicize the site. She stated that Facebook can potentially help with information dissemination as she can add files. This may help with the problems D20 is having with its own website managed by APA.
 - C. 50% of Facebook hits are bots
 - D. Sue will check the membership list to encourage members to join. She will work
- on this with David Chiriboga and Lynn Snow.
- VIII. Sara Czaja talked about plans for:
- A. Increasing student involvement; RSA will try and send a student to D20 from Alabama; goal of having 2-3 students to participate on specific tasks such as membership, webpage, or Facebook. One might even help Sara.
 - B. Discussion of student poster awards at APA. Requiring attendance to receive award. How to enhance the visibility and spotlight award winners at our business meeting or social hour.
 - C. At APA, D20 will be participating in 8 collaborative symposia with other sessions. Sara and Wally have worked hard on this.
 - D. Wally and Sara applied for CODAPAR money in collaboration with the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues (D44) and Applied Experimental and Engineering Psychology (D21). The proposal involves aging among LGBTQ+ individuals. They should know soon if this application is selected and prioritized for funding, pending availability of funds.
- IX. There was more discussion about the White House Conference on Aging and how to increase D20 visibility. A D20 committee was selected to work closely with Debbie DiGilio about this. Sara and others.
- X. The attending student representative from APAGS volunteered to poll APAGS members to solicit new graduate student representatives and volunteers for various D20 committees.