

Adult Development & Aging News

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Adult
Development
and Aging

Inside:

- 1 President's Message
- 3 Program Report
- 6 Teaching Tips
- 8 Membership
- 9 Student News
- 10 Division 20 Fellows
- 11 Continuing Education
- 11 Election Results
- 11 Funding Announcement

President's Message

This is the final presidential message of my term, which ends at our meeting in August where I turn over the office to **Harvey Sterns**, a pillar of our Division. This has been an exciting year for Division 20 and myself. I have learned a great deal about the larger Association and the workings of Division 20, which continues to play a key role in meeting the challenges and opportunities of an aging society.

I have had the opportunity to interact and work with an outstanding team of individuals who are dedicated to the Division and keep it running smoothly and allow it to flourish. I was fortunate to have **Bill Haley** and **Pat Parmelee** "show me the ropes" and **Harvey Sterns** willing to jump in as our upcoming leader. They really served as my safety net and fostered my ability to serve as President of the Division. I am confident that the Division will continue to flourish with **Harvey** at the helm and **Manfred Diehl** next in line. The interactions among the President, Past-President, and President-elect are key to the success of the division as are the leaders and members of the Division 20 committees and Task Forces and our liaisons to other groups. There is not enough space to thank everyone, but I would like to highlight a few people who work tirelessly for

our Division and made my job as President so much easier.

Joe Gaugler has continued to do an outstanding job keeping our finances in order. He helped us institute a plan to reduce our deficit, and we are now on the plus side of the budget equation. **Grace Caskie** has continued to do a superb job as Newsletter Editor. She is always open to new ideas such as highlighting a student member in the newsletter. **Becky Allen** deserves special recognition for her tireless efforts chairing the Elections Committee. This is a very challenging job as she has had to put forth a great deal of effort to recruit Division 20 members to stand for election and take leadership positions in the Division. **Joann Montepare** has done an amazing job as Secretary, and **Jane Berry** and **Karen Kopera-Frye** have worked tirelessly to ensure that the Awards process runs smoothly and that members of our Division are recognized for their outstanding contributions.

Walter Boot and
Christopher Rosnick



Sara Czaja
Division 20 President

deserve special thanks for their efforts in putting together the Division 20 program for the upcoming meeting. I am amazed at the complexity of this task and their willingness to put in so many hours of effort. Of course I would be remiss if I did not acknowledge **David Chiriboga** and **Lynn Snow** for their work on the Membership Committee. Our latest membership report indicates that we have an increase in paying members. This is a major accomplishment in these rather shaky financial times.

Warner Schaie and **Sue Whitbourne** have been extremely dedicated in their role representing Division 20 on the APA Council of Representatives. Thanks to them, Division 20's

Continued on p. 2

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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President's Message, continued from p. 1

interests are well represented. Sue rotated off the committee this past year but agreed to take on a new role as leader of our Social Media activities. This will clearly increase the exposure of the Division especially with Sue as leader. We are also very fortunate that **Pat Parmelee** has stepped in to serve as a Council Representative. We will continue to be in good hands and be assured that our interests are represented.

There are so many other individuals who excel in their leadership roles including **Katherine Fiori, Ann Pearman, Jennifer Moye, Adam Davey, JoNell Strough, Anthony Sterns** to name a few. I would also like to commend **Deborah DiGilio** for her efforts on CONA and helping to ensure that members of our Division are represented on important task forces and activities such as the upcoming White House Conference on Aging. The list of individuals who continue to make sure our Division is thriving is large – we are fortunate to have so many talented people who are willing to put time and effort into our organization. I appreciate having had the opportunity to interact with such a terrific group of people.

I would also like to highlight our program at the upcoming meeting, which promises to be very exciting from both an academic and social perspective. Wally and Chris deserve special congratulations for putting

this together. The theme of this year's program is "Aging, Diversity and Technology", which is very timely given the dramatic social and demographic changes that we are witnessing. We made some changes to our program in the hopes of increasing the involvement of our members in the Division's activities. The business meeting and the awards ceremony will take place Friday (August 7th) from 4:00-4:50 followed by my Presidential address. Our social hour will then be from 6:00 to 6:50 pm. We hope that many of you will partake in the festivities and congratulate your colleagues for their achievements. It will also provide a nice venue to interact with old friends and make new acquaintances. Our dinner will be offsite on Thursday evening (8/6/15) at Joe Badali's Ristorante Italiano & Bar – space is limited so reserve a spot by contacting Wally Boot (boot@psy.fsu.edu). It promises to be a fun evening.

We had 5 collaborative symposium accepted this year and 3 continuing education sessions approved. I would also like to highlight our Speed Mentoring Event (August 7th, 9-10:50 am), Convention Centre Room 717B. This interactive mentoring program will include brief presentations followed by informal small-group and one-on-one discussions with senior

research investigators in geropsychology and neuropsychology. Divisions 20 and 40, CONA, and the Committee on Early Career Psychologists are sponsoring this event. This is a wonderful opportunity for students and junior investigators. Of course, there are many other Division 20 sessions and activities – we hope that as many of you as possible are able to attend the meeting and participate in the Division 20 activities.

In closing, I would like to underscore the importance of being involved in Division 20. The needs of older adults, especially those who are "vulnerable", are vast and members of Division 20 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. Membership within the Division 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. Thank you again to all of you for this exciting year!

2015 APA Annual Convention Program Report

Submitted by Walter Boot & Chris Rosnick, 2015 Division 20 Program Co-Chairs

The D20 Program for the 2015 APA convention in Toronto (August 6–9) is complete, and we hope you enjoy our programming. As mentioned in the previous Newsletter, 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. Our program consists of five collaborative symposia (CEUs available for 4 out of the 5), eight other symposia and special sessions (CEUs available for 3 of these sessions), forty-two posters will be presented, and we will be co-listed on over 20 other divisional programs. The Executive Committee meeting will be from 9:00 to 10:50 a.m. on Thursday, August 6. The programming social hour will be held on-site immediately following the Presidential address on Friday, August 7 from 6:00 to 6:50 p.m. Wine and light appetizers will be available. Finally, the off-site social event will be held at Joe Badali’s Ristorante Italiano & Bar. Please contact Walter Boot at boot@psy.fsu.edu to reserve your seat. We look forward to seeing you in Toronto!

DIVISION 20 – 2015 CONVENTION PROGRAM

Thursday, 8/06/2015

- 9:00 AM – 10:50 AM **Executive Committee Meeting**
Intercontinental Toronto Centre Hotel Humber Room
- 11:00 AM – 11:50 AM **Baltes Award Address: A Motivational Theory of Lifespan Development**
Jutta Heckhausen, PhD, University of California-Irvine
Convention Centre Room 201F
- 12:00 PM – 12:50 PM **Symposium: Where We Are and Where We Are Going: New Directions for Treating Late-Life Mental Health**
Convention Centre Room 103B
- 1:00 PM – 1:50 PM **Poster Session I**
Convention Centre Exhibit Halls D and E
- 7:30 PM **Offsite Division 20 Dinner: Joe Badali’s Ristorante Italiano & Bar**
Contact Walter Boot (boot@psy.fsu.edu) to reserve a spot at the dinner.

Friday, 8/07/2015

- 9:00 AM – 9:50 AM **Speed Mentoring Event: Getting Funded: From Dissertation to Independent Investigator, How to Succeed With Your First Grant**
Convention Centre Room 717B
- 11:00 AM – 11:50 AM **Fellows Address: Drs. Brian Carpenter, Neil Charness, & Harvey Sterns**
Convention Centre Room 709
- 4:00 PM – 4:50 PM **Business Meeting – Awards Ceremony**
Fairmont Royal York Hotel Territories Room
- 5:00 PM – 5:50 PM **Presidential Address**
Dr. Sara Czaja
Fairmont Royal York Hotel Territories Room
- 6:00 PM – 6:50 PM **Division 20 Social Hour**
Fairmont Royal York Hotel Territories Room

Program report, continued from p. 3
Saturday, 8/08/2015

- 8:00 AM – 9:50 AM **Skill-Building Session: The Baby Boomers Are Here! Are You Ready to Meet Their Assessment Needs?**
Convention Centre Room 202B *CE credits available*
- 10:00 AM – 10:50 AM **Invited Address: Research from the Institute for the Life Course and Aging to Address the Needs of an Aging Population**
Lynn McDonald, PhD, University of Toronto, ON, Canada
Convention Centre Room 202A
- 11:00 AM – 11:50 AM **Invited Address: Technology as a Bridge between Primary Health Care Systems and Older Adults with Diverse Cognitive and Literacy Abilities**
Daniel G. Morrow, PhD, University of Illinois at Urbana-Champaign
Convention Centre Room 203D
- 12:00 PM – 1:50 PM **Symposium: 2015 White House Conference on Aging—Recommendations from the Psychological Sciences**
Convention Centre Room 202B *CE credits available*

Sunday, 8/09/2015

- 9:00 AM – 9:50 AM **Poster Session II**
Convention Centre Exhibit Halls D and E
- 9:00 AM – 9:50 AM **Symposium (co-sponsored with Division 40): Determining Decisional Capacity in Older Adults: Medical, Legal, and Psychological Perspectives**
Convention Centre Room 104D
- 12:00 PM – 1:50 PM **Symposium: Robotic Pet Therapy, VR Technology, and Video Gaming in Long-Term Care with Older Adults**
Convention Centre Room 205B *CE credits available*

Collaborative Programming**Thursday, 8/06/2015**

- 10:00 AM – 10:50 AM **Technology-Mediated Interventions for Underserved Older Adults and their Family Caregivers**
Convention Centre Room 713B *CE credits available*
- 11:00 AM – 12:50 PM **Only a Game? The Promise of Gaming to Advance Health, Education, and Longevity**
Convention Centre Room 713B *CE credits available*

Program report, continued from p. 4

Friday, 8/07/2015

8:00 AM – 9:50 AM **The Promises and Pitfalls of Emerging Technologies Across the Lifespan**
Convention Centre Room 713B

9:00 AM – 10:50 AM **Aging and Diversity: Multiple Intersections and Opportunities**
Convention Centre Room 714B

Saturday, 8/08/2015

12:00 PM – 1:50 PM **LGBT Issues Across the Lifespan**
Convention Centre Room 716B

Featured Mentorship Event

Friday, 8/07/2015

9:00 AM – 9:50 AM **Speed Mentoring Event: Getting Funded: From Dissertation to Independent Investigator, How to Succeed With Your First Grant**
Convention Centre Room 717B

**Upcoming APA Convention
Dates and Locations**

August 4-7, 2016
Denver, CO

August 3-6, 2017
Washington, DC

August 9-12, 2018
San Francisco, CA

TEACHING TIPS

Definitions, Opportunities, and Costs of Service Learning in Gerontology

By Lyn M. Holley, Ph.D., University of Nebraska at Omaha

Evidence of the beneficial impact of service learning on the experience and learning outcomes of students in higher education is becoming more robust, and many institutions of higher education are advocating the use of service learning in instruction. Those who teach may wish to consider the applicability of this pedagogy to their courses. Some may find—as I did—that they already have included service learning in their courses, but have not labeled it as such. The following observations and suggestions are based on my experiences with service learning in my *Introduction to Gerontology*, *Programs and Services for the Elderly*, and *Working with the Minority Elderly* courses and with the pedagogy itself, as a faculty partner and currently Faculty Fellow with my university's Service Learning Academy.

DEFINITIONS

Service Learning is variously defined – the difference between “service learning” and “service” is often unclear. Celebrating Martin Luther King Memorial Day by picking up litter in a public park could be straightforward “service”, or, if it were embedded in a curriculum (e.g., public health) with identified learning outcomes and directed student reflections about and assessments of what was learned, it could be “service learning”. A course that requires students to interview elder individuals about their life experiences and their experience of aging either may be service (as support for an elder's process of life review has established beneficial value) or it may be “service learning”, that, in addition to a positive student experience of conferring benefit, has (1) identified content learning outcomes (e.g., increased dimensionality of observation; better integration of classroom information about aging with understood reality) and (2) additional personal growth opportunities through directed student reflections about their learning experience (students are required to write learning journals).

Many types of service learning are being distinguished and labeled. Service Learning is labeled “Community Engaged Service Learning (CESL)” when the benefits that the students or student projects confer are intentionally linked to specific community needs. Community Engaged Service Learning is widely believed

to be effective for nurturing student commitment to community and good citizenship. Many universities and colleges add a code or designation for “Service Learning” to course titles whenever appropriate and track the number of courses and students that use this pedagogy. Experimentation with transforming Service Learning classroom courses or designing Service Learning courses directly for “online” or “blended” delivery is well advanced, and universities may additionally code or otherwise designate Service Learning courses as “Online”.

OPPORTUNITIES

Courses in many disciplines already have a component that is of benefit to the community, environment, youth of America, etc., that is a “service”. Courses with a service component often can become service learning courses rather simply by adding the other two components - outcomes and journaling. Other courses may already include all three components of service learning but connection of the components with service learning may not be explicit, e.g. learning outcomes may be identified for the course overall, but not linked with the service learning experience and end-of-course learning journals may be required but not necessarily cover the service learning component. Courses that include all three components usually can clarify the connection of the components and then be designated “service learning”.

University participation in this pedagogy is part of the basis for an institution's ranking in the Community Engagement category by the Carnegie Foundation for the Advancement of Teaching. Each year, the US President recognizes institutions of higher learning that “demonstrate relevant and meaningful service and achieve measurable impacts in the community” by assessing and selectively listing higher performing institutions in a national “Honor Roll”. Service Learning is a pedagogy on the rise and linked by research with enrichment of the student experience of learning – that link suggests that Service Learning also is linked greater professional satisfaction, although instructor satisfaction is not much studied.

Continued on p. 7

Teaching Tips Column, continued from page 6

COSTS

Some instructors are discouraged from using this pedagogy by the “costs” of Service Learning. Service Learning takes more time and effort – opportunities for service learning projects for each student, team, or class take time to develop and typically must be redesigned each semester. Service Learning is still unfamiliar to most students and may challenge them to engage with learning at a deeper and more personal level than is comfortable – that discomfort may be reflected in student evaluations of courses and teachers. Recipients of services (community members or organizations) share the experience with the student – and, as such, develop and may voice opinions about the course; the instructor also must take all reasonable measures to ensure that no harm results from attempts to provide service. Finally, many reappointment, promotion, and tenure assessments do not recognize the connection of service learning with improved student outcomes and do not reward the extra effort and risks of service learning.

RESOURCES

Resources for Service Learning and the number of courses and students in which Service Learning is applied continue to increase. Leading universities are actively seeking ways to revise Reappointment, Promotion, and Tenure assessments to appropriately credit Service Learning (e.g., UMass Boston, see excellent article: Saltmarsh et al., *Diversity & Democracy*. Winter 2015, Vol.18, No 1). A substantial and growing research literature, and many awards, instructional resources, and stated strategic goals of colleges and universities are focused on increasing the use of the Service Learning pedagogy. An established and growing international professional association has been established to facilitate research about Service Learning and advocate for its further development. A few of the many good resources for learning more about Service Learning are:

International Association for Research on Service Learning (IARSLCE)
<http://compact.org/resource-posts/international-association-for-research-on-service-learning-and-community-engagement-iarslce-graduate-student-network-2/>

The National Service-Learning Clearinghouse, a library of free service-learning resources.

<https://gsn.nylc.org/clearinghouse>

Barbara A. Holland Collection for Service Learning and Community Engagement (Host, University of Nebraska-Omaha Criss Memorial Library)

<http://digitalcommons.unomaha.edu/slce/>

American Educational Research Association (AERA), Special Interest Group (SIG) for Service Learning and Experiential Education <http://www.aera.net/SIG041/ServiceLearningandExperientialEducation/tabid/13364/Default.aspx>

Community Works Institute: A Network of Support for Engaged Educators

<http://www.communityworksinstitute.org/>

Exemplar (University of Nebraska-Omaha, UNO Service Learning Academy)

<http://www.unomaha.edu/service-learning-academy/>

In conclusion, faculty application of Service Learning is most often a personal choice, and for each instructor considering whether or not to use Service Learning in any particular course, there is a unique mix of costs and benefits for using this pedagogy. I would be remiss not to mention that I began using Service Learning more than ten years ago as an untenured Assistant Professor and have used Community Engaged Service Learning in every year since. Although some learning adventures have been more successful than others, I have been awarded the rank of Professor “on time” and, even more importantly, feel confident that my students have had the best learning opportunities that I could possibly have provided to them. I wish every colleague all the joy of that pedagogy and hope that the information in this article may be useful to you.

Lyn M. Holley, PhD is a Professor at University of Nebraska at Omaha and 2015 UNO Service Learning Academy Faculty Fellow. Dr. Holley has received awards for teaching excellence that include the 2009 UNO Alumni Association Teacher of the Year Award, the 2010 UNO Faculty Service Learning Award and nomination for the 2014 OTICA. Dr. Holley's research helps improve services for elders - in general and for minority elders, and helps improve intergenerational relationships.

Membership Committee Report

Submitted by David Chiriboga, Lynn Snow and Allison Jahn

Division 20 experienced an increase in dues paying membership of about 2% from 2013 to 2014. To put things in perspective, the increase in division membership was not a phenomenon unique to Division 20. An email from Keith Cooke, at APA, included a link to a general report from APA that documented the fact that more APA members are joining divisions (***After a decline, APA division membership shows rebound News from APA's Center for Workforce Studies***, April 2015, Vol 46, No. 4). That report included the following information:

Over the last 20 years, APA division membership has been declining. In 1993, approximately 58 percent of APA members were also members of at least one division. By 2014, divisional membership had dropped to 43 percent. However, after reaching its lowest point in 2011 (37 percent), division membership has grown 6 percent in the last three years.

The stats for Division 20, from 2010 through 2014, are as follows. As you can see, there was a systematic decline through 2013, but 2014 reversed the trend.

		Membership Year				
		<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Dues-Paying APA Memberships						
Members						
	New	43	49	34	38	40
	Renewals	487	453	431	413	419
Associates		15	12	11	9	9
Fellows		117	110	97	94	97
TOTALS for regular membership		662	624	573	554	565
Dues-Paying Non-APA Memberships						
International Affiliates – continuing		0	11	15	11	17
Professional Affiliates – continuing		0	25	34	44	48
Student Affiliates						
	Continuing	55	49	50	42	50
	New	44	55	50	12	13
	TOTAL Student Affiliates	99	104	100	54	63
Total Paid Memberships		860	832	773	662	693

The Membership Committee is also working on “re-branding” efforts to help grow Division membership and co-membership across other aging-related divisions.

STUDENT NEWS

How to Hit the Ground Running for the New Semester

Submitted by Elizabeth Handing and Nelson Roque

Top Priority: Advisor/Mentor/Committee Meeting Planning

Every semester, your advisor and committee members will most likely have different time-commitments (e.g., new grants, teaching new courses, advising incoming graduate students, etc.), and it is important to be on the same page in terms of the frequency and flexibility of your meetings. Planning weekly or monthly meetings will ensure you keep your projects moving forward, while creating the opportunity for new ideas to come about. Set goals and expectations together at the beginning of the semester so that you have a clear plan for the semester ahead.

Do You Have Research Assistants?

If your lab has research assistants (RAs), you have probably encountered a situation when your 'final schedule' changes upon receiving a last minute email. Some labs ask if their RAs anticipate any schedule changes (e.g. job commitments, dropping or adding a new course) in order to make a couple different versions of the schedule.

Automating the Onboarding Process for the New Semester

With resources like WhenIsGood (<http://whenisgood.net>), you can take the hassle out of going back and forth through email to schedule your meetings. Gathering applications for new research assistants could be just as simple, using Google Forms (<https://www.google.com/forms/about>), a free service to collect form data directly into an Excel-exportable spreadsheet. Sharing it with other members of your lab is also a breeze!

What Do You Expect From Your Lab?

Knowledge from previous semesters can help you draft a sheet of expectations for your lab, ensuring everyone knows what is expected of them. This can help to avoid confusion as well as having something for everyone to reference. Whether or not you choose to collect signatures for this expectation sheet is up to you, but these expectations should be voiced early in the semester.

Plan Semester Coursework, Along with All Deadlines

At the beginning of the semester, plan out your coursework and research due dates. It's a good idea to start with the end task and then work backwards. For example, if you want to submit a manuscript by Dec. 1, make several small goals before then to ensure you stick with the plan. Other important dates to plan ahead for are IRB expiration dates, conference submission deadlines, grant due dates, journal deadlines, and organizational deadlines.

Schedule, Schedule, Schedule

In order to not feel overwhelmed as a graduate student, it's ideal to make a schedule and stick with it. Your progress is dependent upon your ability to use your time efficiently and effectively. You are your own secretary. Along with your detailed school calendar, schedule time for "you". Plan time for fun activities, socializing, and taking care of yourself. Friends and family may not realize how demanding school can be, but it's important to have a support system to help you through the highs and lows of graduate school. Celebrate the small successes and keep moving forward.

Update Professional Social Media

When was the last time you updated your CV? Do you have a LinkedIn account? Is it accurate? Your CV and professional resume should always be in a place that you can easily access. Keep these documents updated by editing them monthly. If you are on the job market be sure that any online information is accurate because

Continued on p. 10

Interested in Becoming a Fellow of Division 20?

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**.

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**.

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

Student News, continued from p. 9

employers will use this information to create an impression of you. Be sure it's professional, accurate, and up-to-date.

We hope these tips can help you have a successful semester ahead!

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 will graduate this summer from the University of South Florida, with 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

Continuing Education Committee Report

Submitted by Shevaun D. Neupert and Farzin Irani (co-chairs)

The following sessions submitted by Division 20 will offer CE credits during the APA Annual Convention, August 6-9, 2015 in Toronto, Ontario, Canada:

- **The Baby-Boomers Are Here! Are You Ready to Meet Their Assessment Needs?**
- **Robotic Pet Therapy, VR Technology, and Video Gaming in Long-Term Care With Older Adults**
- **2015 White House Conference on Aging—Recommendations From the Psychological Sciences**

Sessions offering CE credits have been reviewed and approved by the American Psychological Association Office of Continuing Education in Psychology (CEP) and the Continuing Education Committee (CEC) to offer CE credits for psychologists. The CEP Office and the CEC maintain responsibility for the delivery of the programs.

Elections Committee Report

Submitted by Becky Allen, Chair

Official results from the D20 Election are in:

President-Elect: Manfred Diehl
Members-at-Large: Jennifer Margrett and Julie Patrick

Congratulations to all who were elected!!

2015 Health Workforce Research Center Funding Opportunity Announcement

The Health Resources and Services Administration's (HRSA) Bureau of Health Workforce (BHW) has released the 2015 Health Workforce Research Center Funding Opportunity Announcement (HR-15-148) (see <http://www.grants.gov/web/grants/view-opportunity.html?oppld=277123>). BHW has partnered with the Substance Abuse and Mental Health Services Administration (SAMHSA) through an interagency agreement to fund a Health Workforce Research Center (HWRC) that will focus on topics related to the behavioral health care workforce in the U.S., including professionals and paraprofessionals who provide substance abuse prevention, substance abuse treatment, and/or mental health services. Eligible applicants include states, state workforce investment boards, public health or health professions schools, and appropriate public or private nonprofit entities. HRSA will award one cooperative agreement grant totaling \$900,000 annually for a three-year project period (September 1, 2015, through August 31, 2018). The deadline for applications is July 23, 2015.