

# Adult Development & Aging News

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Adult  
Development  
and Aging

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## President's Message

### Remembering and Acknowledging Our Mentors

Let me begin by thanking Sara Czaja and Bill Haley for their great collaboration on Division 20 leadership. I am looking forward to working with Sara and with president-elect Manfred Diehl during the coming year. Also I want to express my appreciation to all of you who have accepted the role of officer, committee leadership, or volunteer in specific roles on behalf of the division.

At the business meeting in Toronto, Denise Park received the 2015 Mentorship Award. Reading the letters from her nominators, it was apparent the important role that mentors play in our professional lives. The other nominees for this award also had great letters as well. This made me think about the great mentors that I have had over the years including Paul Baltes, Warner Schaie, James Birren, and Jack Botwinick. However, the person who was most influential in my becoming a psychologist with an interest in aging was Irene M. Hulicka. I share her as a mentor with Sara Czaja and

Susan Whitbourne among others. When Irene died last year, the three of us discussed how to honor her. This is a first step in honoring a great gerontological leader in psychology.

Irene Mackintosh Hulicka was President of Division 20 in 1981/1982. In the APA Centennial Album for Division 20 from 1992, she wrote "Long standing interest in education relevant to adult and late-life development was heightened by the Boulder conference on training psychologists to work with the aged" (June 1981). She contributed a chapter to the APA book based on the conference. That same year, a book *Teaching Undergraduate Courses in Adult Development & Aging* by Hulicka and Whitbourne was published. In this same time period, APA approved plans for a new journal *Psychology and Aging*.

In J.E. Birren and J.F. Schroots (Eds.) (2000) *A history of geropsychology in autobiography*, Dr. Hulicka writes about how



Harvey Sterns  
Division 20 President

nepotism rules at University of Oklahoma and later at the University of Buffalo at the time made it impossible to have a tenure track position if her husband had one at the same institution. With the move to Buffalo, Irene eventually joined the Veterans Administration Medical Center and became a psychologist with the medical service. She was a member of a special aging research network within the national VA network. She went on to become Chair of the Department of Psychology at D'Youville College and the Chair of Psychology at State University College and then Dean of Natural and Social Sciences. After her retirement, she

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

continued to have a clinical practice in Buffalo.

In December of 1965, I finished a double major in Biology and Psychology at Bard College. My wife and I had just gotten married in November, and we decided to move to Buffalo to be near her parents. My plan was to apply to the graduate program in psychology at the State University of New York at Buffalo. As I was making my application, I was told about a potential opportunity as a research assistant with Dr. Hulicka at the VA. During my interview with Irene, it came out that I had had statistics with one of her former students from Oklahoma, and though she was looking for a graduate assistant, she decided to give this newly graduated undergraduate a job. I immediately became involved in memory intervention research with older adults doing some of the earliest work on understanding and improving older adult mediational strategies.

The next fall, I began my masters work at UB. During my masters, I developed a severe case of test anxiety. It was Irene who helped me find a therapist and encouraged me to take some time to solve this problem. While I was completing my masters

work, I had a national teaching fellowship at Villa Maria College teaching child development, psychology of adjustment, and intro psych. This led to my interest in combining child development and aging. It was at her suggestion in 1967 that I applied to a new program in life-span psychology at West Virginia University being started by her former colleague K. Warner Schaie. In fall of 1968, I joined the doctoral program at WVU. I had additional educational experiences in the summer program at USC in 1969 and at Penn State in 1970. Paul Baltes was my dissertation advisor with Warner Schaie and John Nesselroade as members of my graduate faculty.

Why the long story? I want to share how important a mentor can be in shaping someone's professional life. I am certain that, if I had not had the encounter with Irene over fifty years ago, I would not have had the rewarding career that I have had. I'm sure that Sara and Sue have great stories to tell and perhaps they can share as well.

All of us need to think about how we can support

our undergraduate and graduate students as well as past students and, when appropriate, take on the role of mentor. I hope all of us will encourage our colleagues and students to join together and take advantage of what Division 20 can offer.

## TEACHING TIPS

### Media Multitasking: Studying in the Digital Age

By Michael C. Patterson, Ph.D., University of Maryland Eastern Shore

Most instructors have probably experienced the distracting force of texting, social networking, etc. during class time. Students overwhelmingly perceive multitasking as a positive trait that enables them to accomplish more activities within a set amount of time. In a recent study, most students reported that they considered themselves good multitaskers and many believed that multitasking did not negatively affect their performance on the main task (Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2012). However, the issue of multitasking with digital media can negatively affect learning outcomes both in and outside the classroom. Today's technology enables students to be in constant contact with "friends" anywhere, 24/7. A common complaint among students is dismay over receiving a poor exam grade after investing ample time "studying." A growing body of research examining students' study habits suggests that students may believe they are spending time studying when, in fact, they are actually spending a large proportion of that time multitasking with digital media (media multitasking).

Unfortunately, the perceived ability to multitask does not always correspond to more objective accounts of multitasking performance. Real-world and laboratory evidence of this can easily be found concerning the use of smartphones while operating motor vehicles (Strayer & Johnston, 2001; Strayer, Drews, & Johnston, 2003). Recently, I gave my students a self-reflection survey asking them to report on their study habits with regard to their use of digital media while studying (e.g., texting, checking different social media platforms, etc.) and the amount of time they spent studying (Patterson, manuscript in progress). Students completed the self-reflection as their graded exams were returned to them. Students' self-reports indicated multitasking with a median of 5 total digital media while studying for the exam. Looking at study time, the most frequent length of study reported was 60 minutes. Not surprisingly, students who used fewer devices while studying achieved higher exam scores, as did students who studied longer. Importantly, there was no interaction between study time and number of devices used. In other words, study time was not adjusted to compensate for the distractions influenced by media multitasking. Of note, students who spent more time studying while multitasking using more than

four forms of digital media performed *worse* than those who studied less but did *less* multi-tasking. Therefore, increased study time did not compensate for the use of multiple (more than four) devices simultaneously. These results suggest that the most effective and efficient use of study time is to minimally engage in media multitasking or to halt it all together.

The issue is how to correct these bad study habits. Facebook and other social networking sites foster habit-forming behaviors that result in compulsively checking a smart-phone (Ryan, Chester, Reece, & Xenos, 2014). Research supports the notion that digital devices can be habit-forming and result in compulsive checking behavior. In fact, 41% of college students reported increased levels of anxiety if they were unable to check their text messages (Rosen, Whaling, Rab, Carrier, & Cheever, 2013). For instructors, the question is, how do we discourage media multi-tasking while studying, knowing that simply asking students to stop doing so is not a practical or helpful strategy.

According to Foerde, Knowlton, and Poldrack (2006), distracted studying due to media multitasking may prevent deeper information processing in favor of more rote learning. In an attempt to demonstrate why undistracted studying is preferable to media multitasking while studying, I presented my students with an in-class demonstration of levels of processing (Chew, 2010). The purpose of this endeavor was to increase students' metacognitive awareness with respect to learning new material. In this exercise, media multitasking is analogous to shallow levels of processing, whereas studying without distraction is more analogous to deeper levels of processing.

All students were presented the same list of words and given equal amounts of study time. Half the students were informed they would be tested later on the words; the other half were not. Those two groups were further split into two groups each: those told to indicate whether there was an A or an E in the word or those told to give pleasantness ratings for each word. Regardless of whether students were aware of a later test, students who did pleasantness rating (deeper processing) recalled more words than those who simply

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## **2015 APA Division 20 Program Chair Report**

### **Submitted by Walter Boot**

The APA Convention in Toronto was a success for Division 20. Our program offered insights into important issues such as health literacy, elder abuse, the growing diversity of the aging population, and the role of technology in helping older adults maintain their cognition and independence. Our program also included skill building and mentoring events for students and early career psychologists. Six of our sessions offered Continuing Education credits.

Invited addresses were given by Dr. Lynn McDonald, Director of the Institute for Life Course and Aging at the University of Toronto, and Dr. Daniel Morrow, professor at the University of Illinois at Urbana-Champaign. These sessions were well-attended, and the speakers provided commentary on the needs of our aging population and how we can best meet these needs in new and innovative ways. We also had a successful Fellows Address session (Drs. Brian Carpenter, Neil Charness, & Harvey Sterns) and Baltes Award Address (Dr. Jutta Heckhausen). Another program highlight included Dr. Sara Czaja's presidential address outlining the potential of technology to assist caregivers and socially isolated older adults.

Our collaborative programs were also successful. Division 20 worked with many other divisions to organize cross-division symposia, including Divisions: 2 (Society for the Teaching of Psychology), 5 (Quantitative and Qualitative Methods), 7 (Developmental Psychology), 21 (Applied Experimental and Engineering Psychology), 22 (Rehabilitation Psychology), 26 (Society for the History of Psychology), 42 (Psychologists in Independent Practice), 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues), and 46 (Society for Media Psychology and Technology). Many of these symposia focused on diversity, including the challenges faced by LGBT older adults.

Finally, APA 2015 offered members the opportunity to socialize and network. A group dinner was organized for the first day of the convention at Joe Badali's Ristorante Italiano and Bar. This was a joint event between Division 20 and Division 12-Section II (Society of Clinical Geropsychology). We had a total of 55 attendees. After the awards ceremony and Presidential Address, Division 20 hosted a social hour, with refreshments provided by the Institute for Successful Longevity (<http://isl.fsu.edu/>).

Overall, the programming for Division 20 at APA 2015 was a success, and the program chairs look forward to working with Division 20 members to put together an even better program for APA 2016 in Denver!

### **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

**APA Division 20  
2015 Award Recipients**  
Submitted by Jane Berry & Karen Kopera-Frye, Co-Chairs

The following awards were given:

- a. Baltes Award – Richard Schulz, University of Pittsburgh
- b. Dissertation Research Award – no nominations this year
- c. Lawton Award – Sara Czaja, University of Miami
- d. McMillen Award – no nominations this year
- e. Mentor Award – Denise Park, University of Texas, Dallas
- f. Santos Award – no nominations this year
- g. Springer Award – Laura Zahodne, Columbia University
- h. Student Award – Nicole DePasquale, Penn State University (Steven H. Zarit, Sponsor)
- i. Student Poster Award – Christina Pierpaoli, University of Alabama

**Photos from APA 2015 Division 20 Events**  
(Photo Credit: Neil Charness)



**Division 20 dinner at Joe Badali's Ristorante Italiano & Bar**



**The Institute for Successful Longevity provided the social hour refreshments**



**Division 20 social hour**

## Council of Representatives Report

Submitted by K. Warner Schaie, Ph.D., & Patricia Parmelee, Ph.D.

The APA Council of Representatives (COR) held its regular meeting August 4-7, 2015. **The bulk of the meeting was devoted to discussion and action regarding the Hoffman Report** on involvement of APA and individual psychologists in national security interrogations. This report first briefly summarizes that issue, and then gives highlights of the August meeting.

Last spring, APA's Board of Directors commissioned an independent review of evidence related to allegations that APA colluded with the Bush administration to support torture during the war on terror. That review, conducted by the Sidley Austin legal firm under the leadership of David Hoffman, was received by the Board in late June; it was leaked to the public about a week later. The report is publicly available [here \(http://www.apa.org/independent-review/\)](http://www.apa.org/independent-review/). In brief, it found "that key APA officials...colluded with important [Department of Defense] officials to have APA issue loose, high-level ethical guidelines that did not constrain DoD in any greater fashion than existing DoD interrogation guidelines.... APA's principal motive in doing so was to align APA and curry favor with DoD..., to create a good public-relations response, and to keep the growth of psychology unrestrained in this area" (Hoffman report, p. 9). In addition, the report identified serious problems with the composition and process of the 2005 Presidential Task Force on Ethics National Security and with the manner in which its recommendations were subsequently adopted. Evidence was also cited indicating that staff and governance colluded to block efforts of the COR to prohibit psychologists' involvement in interrogations at Guantanamo and elsewhere. Upon the report being leaked, APA immediately terminated the services of APA Ethics Director Dr. Steven Behnke. Subsequently, the Association announced the retirements of CEO Norman Anderson and Deputy CEO Michael Honaker and the resignation of Rhea K. Farberman, Executive Director for Public and Member Communications.

The August COR meeting focused largely on the Hoffman report. Following a brief plenary session the evening before, Council met in executive session on Wednesday, August 5 to hear commentary by Mr. Hoffman and his

associate, Danielle Carter. The closed session was at Hoffman's request, so that he could speak more freely than if the general public (and media) were present. Hoffman and Carter presented a balanced overview and analysis and responded candidly to previously submitted questions. One of the few details of the executive session that representatives are permitted to disseminate regards the costs of the report and its sequelae. Payments to Sidley Austin stood at \$3.8 million through June and will likely total about \$5M. Factoring in services of an outside public relations firm, compensation packages for staff leaving the association, and other costs, the final costs to APA are expected to run \$8 to \$10 million. This will be paid from APA's equity investments (currently roughly \$61M).

The remainder of the Wednesday session comprised discussion of the Hoffman report and its implications and planning of actions to address the situation. Discussion was long, intense and, occasionally, contentious. Following the Board's recommendation, a first product was a motion to **establish a blue ribbon panel to evaluate and recommend changes to APA's ethics process**. Representatives were urged to work with staff to develop and wordsmith language of additional resolutions for discussion at the Friday, August 7, meeting.

At the Friday meeting, in a nearly unanimous roll call vote observed by a number of APA members and media representatives, Council voted to approve a motion **prohibiting psychologists from directly participating in national security investigations**. The motion also clearly aligned APA's definition of "cruel, inhuman, or degrading treatment or punishment" with international standards, but does not preclude psychologists' involvement in domestic interrogations or detention settings. A second, related motion to **develop a clear conflict of interest statement** passed; that document will be reviewed and voted on at the February, 2016 meeting.

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This action is viewed as setting the stage for further, more detailed action to improve oversight of APA staff and governance process. This will be the primary focus of the February, 2016, COR meeting. One such proposal, in preparation by Division 20 Representative **Dr. Warner Schaie**, would establish a **council personnel committee** that would collaborate with the Board of Directors in the selection and supervision of senior staff!

These included approval of a motion **promoting research and intervention on violent video games** and action to resolve **inter-jurisdictional licensing issues** to support interstate agreements regarding tele-psychology.

A few items unrelated to the “torture” issue and the Hoffman report were also treated at the August meeting.

### FEATURED STUDENT

#### Winner of the APA Division 20 Student Poster Award

**Submitted by Walter Boot, Program Chair**

We are pleased to announce the winner of the APA Division 20 Student Poster Award for APA 2015: Christina Pierpaoli. Her poster title was: *Feelings of Usefulness in Later Life Predict Active Coping with Chronic Osteoarthritic Knee Pain*. Christina is a Graduate Council Research Fellow and second year student in the Clinical Geropsychology doctoral program at the University of Alabama under the mentorship of Dr. Patricia A. Parmelee. Broadly, Christina’s research explores associations of chronic illness (e.g., osteoarthritis, HIV/AIDS, obesity) with psychological health in older adults. Current areas of inquiry include how feelings of usefulness to others in later life predict active (vs. passive) coping strategies with chronic pain; daily variability in subjective age and corresponding health appraisals; as well as obesity and its linkages with pain, depression, and activity patterns among adults with osteoarthritis. Her original and co-authored work has been published in the *Journal of Sex & Marital Therapy*, featured in *Evidence Based Treatments for Eating Disorders: Children, Adolescents and Adults*, and presented at the American Psychological Association and Gerontological Society of America’s national conferences. Christina was a Killam Fellow at the University of Toronto and graduated as a member of Phi Beta Kappa, *summa cum laude*, with a BA in psychology from American University in Washington, DC. She currently serves as President of the Association for Women in Science at the University of Alabama. Congratulations Christina!!!

### Teaching Tips, continued from p. 3

looked for an A or an E (more shallow processing). A subsequent test reflection indicated that students overall did not change their multimedia use while studying after receiving the levels of processing demonstration. Therefore, an in-class demonstration aimed at promoting better metacognitive awareness of the negative effect of media multitasking did not lead to a change in students' multitasking behavior.

What, then, could be effective and practical strategies to curb students' media multi-tasking while studying? Rosen et al. (2013) findings on students' anxiety when unable to check devices clearly demonstrates that removing them from the study environment is not effective. Perhaps one of the most successful strategies may be to encourage students to take periodic breaks to engage in unrelated texting, social networking, etc. during study sessions. Evidence suggests that when students are given a one-minute opportunity to check their devices for each 15-minutes spent studying, their attention to the study task and subsequent learning increased (Rosen et al., 2013). It is likely that interventions along these lines must rely on students' metacognitive awareness. Interventions aimed at increasing metacognitive abilities may hold the key to promoting better study habits, by enabling students to set aside their devices and recognize when media multitasking is appropriate, and when it is detrimental to learning outcomes.

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*Michael Patterson is an Assistant Professor and Coordinator of Psychology within the Department of Education at University of Maryland, Eastern Shore. Dr. Patterson's research focuses on many aspects of cognition and metacognition in older adults. He may be contacted at [mcpatterson@umes.edu](mailto:mcpatterson@umes.edu).*

## Fellows Committee Report

### Submitted by Jonell Strough, Chair

#### **Congratulations to new Division 20 Fellows!**

I am very pleased to announce that Div. 20 has five new Initial Fellows. Please join me in congratulating the following members whose outstanding contributions to the field have been recognized with Fellow status: **Nicole Anderson, Michel Karel, Joann Montepare, Alan Stevens, and Tonita Wroolie.**

#### **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](mailto:jstrough@wvu.edu)) if you have any questions.

## APA Presidential Candidates Comment on Adult Development and Aging

Division 20 posed the same three questions to all five APA presidential candidates. Candidate responses received from Dr. Bowman, Dr. Finnerty, and Dr. Puente are reprinted below; Dr. Daniel and Dr. Kitaef are also running for the office but were unable to respond to our request.

### Sharon L. Bowman, PhD

**Question #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.**

Thank you for the opportunity to respond to your Division. I have not had any previous involvement with Division 20. I am a member of CODAPAR (the Committee on Division-APA Relations), but your Division is not one of the Divisions for which I have oversight. I am a Fellow of Divisions 17 (Society of Counseling Psychology) and 45 (Society for the Psychological Study of Culture, Ethnicity and Race), and a member of Division 35 (Society for the Psychology of Women).

**Question #2: Do you have any professional or scholarly interests in issues related to the psychology of adult development & 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 & aging and/or the psychology of aging.**

I am an academic (Professor and Department Chair) and have a small private practice on the side (seeing up to 9 clients per week). My research and clinical focus is in diversity issues broadly defined, and my personal work (with clients or students) is with adult clients (currently ages 18-70). In other words, my attention is drawn to the middle and older adult range of the developmental spectrum. My older adult clients bring a variety of clinical issues: divorce or widowhood; chronic pain or significant medical issues; and financial instability. I have also worked with some of our graduate students on their dissertations that have an aging adult focus (my home campus, Ball State University, offers a program in gerontology, which is a minor taken by some of our doctoral students).

**Question #3: Could you briefly explain any way in which adult development & aging is part of your platform or agenda for your presidential year?**

Good question! I don't believe I have directly considered adult development and aging in my agenda. That doesn't mean it has no place in my work, however. In my responses to questions from other Divisions and related units, I have noted a strong desire to focus on membership recruitment and retention. I see the Divisions as crucial to any membership project because psychologists seem to be most loyal to their primary interest areas. The leadership of a Division may be the "friendly face" that convinces students and early career psychologists to join the Association. In turn, Divisional loyalty may be instrumental in convincing senior members to remain involved with both the Division and the greater Association. So, my agenda will include working with your Division, among others, on the membership issue.

### Todd Finnerty, PsyD

**Question #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.**

I am not a member of Division 20.

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**Presidential Candidate Statements, continued from p. 10**
**Dr. Finnerty, continued**

**Question #2: Do you have any professional or scholarly interests in issues related to the psychology of adult development & 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 & aging and/or the psychology of aging.**

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](http://www.toddfinnerty.com/president.html)

**Question #3: Could you briefly explain any way in which adult development & aging is part of your platform or agenda for your presidential year?**

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](http://www.allpsychologists.org)

**Antonio E. Puente, PhD**

**Question #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.**

While not a member of Division 20, many of the issues addressed by Division 20 have also been issues inherent in my work over the last 35 years. Primarily my clinical focus has been in the clinical neuropsychological assessment of adults and the aged.

**Question #2: Do you have any professional or scholarly interests in issues related to the psychology of adult development & 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 & aging and/or the psychology of aging.**

*Clinical-* My most typical client at private and institutional practice (1982-present) is a dementia patient and the most typical activity is a neuropsychological evaluation for treatment purposes. One of the unique aspects of my practice is that a significant percentage involves the assessment of Spanish-speakers (my native language) and often in forensic situations (e.g., competency). A fair amount of this service is done along with my bilingual students and post-docs (most are Spanish speaking) at a free clinic (Cape Fear Clinic) that I founded 15 years ago. Finally, I am a regular speaker at the local chapter of the Alzheimer's Association focusing on caregiver issues (as I happen to be one).

*Scholarly-* From a scholarly perspective, I am a reviewer for several aging/adult development journals such as the

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### Presidential Candidate Statements, continued from p. 11

*Journal of Gerontology*. I have been a reviewing consultant for Alzheimer's Association- Awards & Grants Office for several years (2009 – Present). Here are some examples of publications related to adult development and aging.

- 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.
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*Academic-* In teaching Brain and Behavior as well as Clinical Neuropsychology, adult development and aging is the central core of what is presented in both standard lecture and practice settings. My primary training focus at the graduate and post-doctoral levels are Spanish-speaking and international students. Currently, I am training three graduate students (from Canada, Honduras, and Japan) and post-doctoral fellows (Spain and Russia).

#### **Question #3: Could you briefly explain any way in which adult development & aging is part of your platform or agenda for your presidential year?**

Originally, my primary platform was to expand the role of psychology into all of healthcare (see Puente, 2011, Psychology as a health profession in *American Psychologist*). For far too long, professional psychology has focused on mental health. My goal is to expand the horizons of professional psychology to ALL of healthcare.

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). I served as APA's advisor for 15 years and have served as a voting member of the panel. We are revamping all the psychological assessment codes now and addressing the problem of "screening" for dementia by non-trained individuals.

Many issues are facing an aging population and for that matter APA. 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.

Having summarized my "original" platform, I have to be honest. This is seriously aspirational. We have to place our personal agendas to the side right now. A much more critical, timely and challenging concern is the rebuilding of APA. For example, with a significant percentage of the Board of Directors and APA's Executive Management fired, resigned, or recused, our organization appears to be a boat without a rudder. As much I want to infuse psychology into all of healthcare, we need to infuse integrity, transparency, efficiency and no drama into APA. It is time for a rebirth of APA and to reestablish as a preeminent pedagogic, professional, and scientific society.

## STUDENT NEWS

### Exploring Opportunities Beyond Graduate School: APA Divisions, Networking, Workshops and Skill Development

Submitted by Nelson Roque

When focused on research and other work, it is sometimes difficult to find time and motivation to seek out other opportunities for career and personal development. Although these opportunities may seem like an extra time commitment, what you should really look forward to are the experiences and friendships that will follow!

#### ***Picking the Right Division***

With 54 divisions, APA has interest groups for most major subfields within psychology. That means there is probably something for you! Don't worry about sticking to your primary area of research though, as many members are a part of two or more divisions, giving you the chance to explore other research areas that may be of interest to you. Membership in a division is especially valuable for graduate students just starting out their careers, with service and award opportunities for all levels of study. As an added bonus, you have the opportunity to network with the top researchers in the field who are members of your division!

#### ***Network & Stay Connected***

Have you ever come home from a conference with a luggage pocket full of business cards? Conferences and other events are a great place to create connections, but it is just as important to maintain these connections over time. After a conference, take a bit of time to contact some (if not all) of the people you interacted with. Do not be afraid to ask questions about their research or foster the opportunity for collaborations. For the digitally inclined, you may prefer to connect on LinkedIn. Whatever option you choose, maintaining this connection can be quite valuable.

#### ***What Was the Last Workshop You Attended?***

Workshops at this year's APA conference in Toronto covered many valuable topics including balancing family life and a career as an Early Career Psychologist and tips for successful grant writing. A lot of the information in these workshops is not necessarily covered in graduate coursework, so it is important to attend these events, in addition to all the exciting and new research being presented at the conferences you attend.

#### ***A Nudge in the Direction of Knowledge***

When was the last time you have asked your colleagues about the things they do to stay involved in their fields (e.g., continuing education, learning new skills)? If you have not recently, maybe break the ice with a colleague by asking what APA division(s) they are a part of; you may make a conference buddy! Interacting across many disciplines of psychology on a consistent basis is also an excellent way to propose and grow ideas. Does your department offer the opportunity to share ideas and projects in an open format? If not, why not set this up formally (or informally)? You could be the initiator of a tradition for years to come.

#### ***Strengthen Your Tools***

Do you find that you have a hard time beginning to write or that you binge write? Do you have a weakness with another skill? Why not schedule time to practice your skill, the same way you would block off time for a meeting? This will help you take your skill more seriously and allow you uninterrupted time to focus on that one task. For example, if you knew that you had your data collected and processed, but had not started writing, start off by making an outline for your manuscript. Then budget an amount of time that fits into your schedule consistently to fill in a set number of sections of the outline. Before you know it, your manuscript will be complete, and you have spent time practicing a valuable skill.

#### ***Learn a New Skill***

Learning a new skill can be rewarding, and more so when it can apply to the work you do on a daily basis. For some, learning to program experiments in Python or MATLAB or to use the R statistical language can be a daunting task. It definitely will be at first as with any other skill, but over time, and with plenty of practice, you will be proud of your proficiency. Programming skills can prove to be useful for streamlining your workflow and automating monotonous tasks, such as bulk renaming of files or parsing text. Once you become proficient in one language, you will be surprised by the ease in transferring this knowledge to another language; your only hurdle would be translating the syntax you are familiar with to the new language.

## Minutes of APA Division 20 Executive Committee Meeting

### 2015 APA Convention, Toronto, OR

#### Thursday, August 6, 2015 (8-9:50 am)

**In attendance:** Sara Czaja, Pat Parmelee, Bill Haley, K. Warner Schaie, Susan Whitbourne, Dave Chiriboga, Karen Kopera-Frye, Harvey Sterns, Joe Gaugler, Joann Montepare, Nelson Roque, Walter Boot, Chris Rosnick, Anthony Sterns, Farzin Irani

- Welcome and Special Thanks – Sara Czaja opened the meeting with special thanks to Chris Rosnick and Wally Boot for putting together a full and varied program, and to Neil Charness and the Florida State University Institute for Successful Longevity (ISL) for generously sponsoring the D20 Social Hour.
- Committee Reports
  - Treasurer's Report (Joe Gaugler) – D20's financial status was reported to be in very good shape beyond the loss of over \$7000 we saw in 2013, owing to several changes that were implemented (e.g., moving to an electronic newsletter). These efforts resulted in a gain of \$3,000+. As well, the CODAPAR grant of \$6,500 helped our financial profile and we now have CE crediting in place that will also generate revenue. Although the final cost of the present conference was not yet known, it was expected that it would be low, especially given that the Social Hour was being sponsored by ISL. It was noted that we have money "in cash" and proposed that we move it to a short term investment at the end of the year. All members agreed that this was a worthwhile action.
  - Program (Chris Rosnick, Wally Boot) – The program planning went smoothly this year, although the number of allotted hours was cut in light of the new CPG (collaborative program) session planning. However, D20 had a successful run with 8 CPG sessions submitted and 5 accepted. Given that these are counted as "free", the remaining allotment of hours was able to be used for a number of events including several invited speakers. The number of posters was down this year, with 51 submitted and 40 accepted, perhaps reflecting the location of the conference. A new student award was launched, and moving forward it may encourage more submissions. The aim to have the Social Hour and dinner "cost free" was achieved with the sponsorship of the Social Hour and finding a local restaurant (Joe Badali's Ristorante Italiano Bar) that was able to offer an appealing and affordable menu. Reservations for the dinner reached capacity (50+), which included members from Division 12, Section II (Clinical Geropsychology). The Social Hour was scheduled in the same room and following the Business meeting and Presidential address to maximize attendance. Kathie Judge (Associate Professor, Cleveland State) will replace Chris Rosnick as the incoming program co-chair.
  - Elections (Sara Czaja for Becky Allen) – As has been the case, finding candidates to run for particular positions continues to be a challenge, especially for the position of president. Conversations with potential candidates indicated that time commitment is a significant concern. As such, continued input is needed from past presidents to explain more to potential candidates about what time is involved and how it may not be as much of a challenge as many anticipate. It was noted that several terms are ending and follow-up discussion is needed to provide historical perspective on how these positions are filled. Harvey and Joann will follow-up with Becky in preparation for the next election (ballots are set in February). Becky agreed to continue on as Elections Chair through Harvey's term as president, and help to prepare a new Elections chair moving forward. A new co-chair needs to be identified.
  - ABPP (Harvey Sterns for Becky Allen) - Although the general process is now well-established and in order, we need to keep up our critical numbers. Susan noted that the "exam" aspect is discouraging to members, but they are "do-able" especially for senior level professionals - and, that we need to encourage colleagues to consider taking the step. It was recommended that adding a description of the process and the benefits (for the professional and the profession) to the Newsletter would be worthwhile.
  - Listserv (Joann Montepare) - The co-moderating of the listserv (with Lori James) continues to work well, with moderators trading off times. As has been the case in past, several common problems emerged around request for research participants and journal reviewers (for specific articles). Prior responses were forwarded to senders to address them.
  - Fellows (Sara Czaja for JoNell Strough) - Five new Fellows were approved and will be announced at the Business meeting.

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## Minutes, continued from p. 14

- Membership (Dave Chiriboga) - General membership is up, with an increase in affiliates showing the greatest rise. Given that affiliates can be a member of the Division and not APA, they do not have voting rights, which is a concern. However, it was noted that this status at least gives them a foot in the door and that we need to do more to move them forward to full membership. It was suggested that we do a deeper analysis of who the affiliates are and why they are not full members. With this information in hand, we may be better able to tailor a strategy to encourage them to become members. It may also be useful to get their attention via leadership and committee opportunities which require membership. We did not have a D20 representative at the membership booth this year, and it was unclear what the process was and if a representative was even solicited by APA. Wally and Chris were asked to submit divisional programming slides, but did not recall any requests about division representatives for booths. A brief discussion was had about the potential utility of a Hospitality Suite at the upcoming conference to connect members, and it was decided that the new program chairs would revisit this pros/cons again as they developed the next program.
- Continuing Education Committee (Farzin Irani) – The new CE application was submitted, and we now have a 2 year contract (to end February 2017). Suggestions for CE programs are welcomed!
- Awards (Karen Kopera-Frye) – The following awards were (and were not) given:
  - ~ Baltes Award – Richard Schulz, University of Pittsburgh
  - ~ Dissertation Research Award – no nominations this year
  - ~ Lawton Award – Sara Czaja, University of Miami
  - ~ McMillen Award – no nominations this year
  - ~ Mentor Award – Denise Park, University of Texas, Dallas
  - ~ Santos Award – no nominations this year
  - ~ Springer Award – Laura Zahodne, Columbia University
  - ~ Student Award – Nicole DePasquale, Penn State University (Steven H. Zarit, Sponsor)

Following up on the on-line discussion regarding the course of award nominations, it was agreed that annual nominations would be rolled over, but nominators/ees would be given the option to update their nomination materials. It was also suggested that at future meetings, consideration be given to presenting awards during the Social Hour after the Business Meeting.

- Council Report (Pat Parmelee, Warner Schaie) – It was reported that the Council meeting was dominated by the Hoffman report. In addition to the outcomes and implications of the report that are emerging, it was noted that the final financial cost will be significant for APA (\$8-10 million by some estimates). Concerns were also raised about APA's response to members, falling short about informing members about what is being done moving forward.
- APA Liaisons (Debbie DiGilio, CONA, Pat Kobor, Science Directorate's Government Relations Office) - CONA has put out a call for new members and we are encouraged to make recommendations. CONA participated in the speed-mentoring program again this year and was involved in 2 pre-conference workshops, all of which were well attended. APA's Family Caregiver Briefcase has been updated. An update of the White House Conference on Aging (July 2015) was given and information submitted by CONA appears to have been well-represented in various briefs, etc. CONA is sponsoring a session on the WHCoA at the conference to provide further details about the issues that were highlighted. It was reported that NIH funding for aging has increased overall, but that some sections have been cut with respect to treatment and intervention initiatives. The working group on end-of-life care issues is still evolving, and more information will be available at the next meeting.
- Web Page (Anthony Sterns) - Updates are needed for the mentoring program, and information is needed about what the traffic is and who is accessing the program. It was recommended that we look more closely at a social media campaign to promote D20. To this end, it was suggested that we begin with including links in the Newsletter to website information and tips

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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. 15

about how to use it for information value in order to increase traffic.

- New Business. A discussion was had about early career psychologists, in light of APA's recommendation that more be included on future ballots. Harvey will consider this in his recommendations for new appointments.
- President's initiatives: 2015-16 (Harvey Sterns) - As the incoming president, Harvey aims to continue to build the case for the strong foundation served by D20. To this end, he and Kathie Judge have submitted a CODAPAR proposal looking at the impact of a life-span developmental approach in psychology.
- The minutes from the November meeting were approved.
- The meeting was adjourned at 10:50 am.

*Respectfully submitted,*

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