

Adult Development & Aging News

Volume 44, Number 2
Summer 2016



Adult
Development
and Aging

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President's Message

We need to be able to apply what we already know.

The Special Issue: Aging in America: Perspectives From Psychological Science (*American Psychologist*, May-June 2016) contains many important insights reflecting the current and emerging state of our field. It is a wonderful achievement, and we are indebted to the authors of this collection of papers originally developed for the 2015 White House Conference On Aging and then later refined.

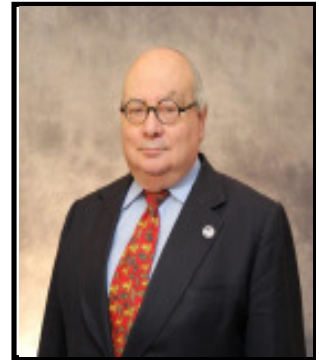
It is my hope that this special issue will help to raise awareness throughout APA regarding the need for decisive action to improve services to adults and older adults but, even more importantly, provide all of us with greater insight into our own aging and how to reshape our approaches to gerontological psychology as we look to the future.

The need for more research and application dollars has been an ongoing issue, but what is even more critical is using what we already know to improve the lives of older adults and their families. For example, there are many

older adults in long term care who are experiencing what I call the "underwhelm" due to unstimulating environments and staff who do not have the skills to improve the situation. Yet we have approaches that are effective with individuals with cognitive changes to become engaged in activities leading to improvement in quality of life.

Another compelling topic is the reminder about how social expectations and stereotypes influence older adults' own expectations of aging and may limit much later life potential. Those of us who know about aging still have to be vigilant that we are not limiting our own actions by accepting conventional thinking in our professional and personal roles.

We will have an opportunity in Denver to explore many of these issues. One example of changing approaches will be our sessions on Forty-Five Years of Influence of the Lifespan



Harvey Sterns
Division 20 President

Developmental Approach. Wally Boot and Kathryn Judge, Program Chairs have put together an outstanding program for Division 20 and have also created an unusual number of collaborative endeavors with many other divisions and CONA. Please note that there will be a joint Division 20 Adult Development and Aging and Division 12-2 Society of Clinical Geropsychology dinner at Marlowe's, August 4 at 7:00 pm. Please send in your reservations.

As someone who has chosen to work longer, I appreciate the continuing support of my colleagues and the opportunities that my 45 years 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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University of Akron has afforded me. This year we also celebrated the 40th Anniversary of the Institute for Life-Span Development and Gerontology and my role as Founding Director organized by Jennifer Stanley and Phil Allen and our graduate students. I also appreciate the support I receive at the local, state, national and international levels that allows me to continue to have an active and continuing professional life. I plan to contribute for many more years. At the same time, I continue to enjoy my roles as husband,

father, and grandfather and greatly value my multi-generational friendships.

It has been a real honor to serve as President of Division 20 for a second term. We have had great collaboration on Division 20 leadership -- Sara Czaja as Past President and Manfred Diehl as President Elect have been great colleagues to share issues. I wish Manfred the very best in his new role. Joe Gaugler deserves special praise for accepting an extra year

as Treasurer. Joann Montepare has been most attentive to division needs and extremely helpful in every way. Grace Caskie continues as our Newsletter Editor and deserves high praise indeed. All of our Officers and Committee Chairs and Committee Members and other volunteers have been very supportive of division activities, and I want to thank all of you on behalf of the division. Hope to see you in Denver.

**Upcoming APA Convention
Dates and Locations**

August 3-6, 2017
Washington, DC

August 9-12, 2018
San Francisco, CA

August 8-11, 2019
Chicago, IL

2016 APA Annual Convention Program Report

Submitted by Walter Boot & Kathie Judge, 2016 Division 20 Program Co-Chairs

The D20 Program for the 2016 APA convention in Denver (August 4th–7th) has been finalized, and we hope you enjoy it! As mentioned in the previous Newsletter, the presidential themes selected this year by Dr. Harvey Sterns relate to “Aging and Work”, and speakers will address issues around these themes from several perspectives. Our program includes 3 symposia (2 offering CE credits), 2 skill-building workshops, 2 poster sessions, a conversation hour, and many other exciting events.

Of particular note, as part of a CODAPAR grant awarded to Division 20, Division 3 (Society for Experimental Psychology and Cognitive Science), and Division 7 (Developmental Psychology), the meeting will feature a three-part workshop titled “Forty-five Years of Influence of the Lifespan Developmental Approach: Past, Present, Future.” Separate sessions featuring keynote speakers and reaction panels will focus on: 1) Methodological Issues, 2) Theoretical and Conceptual Approaches, and 3) Intervention, Modifiability, and Plasticity. Four collaborative programming events will also be offered. Topics addressed by these events include the controversy over “brain training,” the potential of wearable technology to facilitate psychological research and practice, and evidence-based care for individuals with dementia and their families.

We invite students and new investigators to participate in the interactive mentoring workshop titled “Money for You and Your Research.” We will also be co-listed on over 20 other divisional programs, reflecting topics such as meaningful retirement, managing chronic illness, promoting and maintaining behavioral change, and brain health. APA 2016 will offer several opportunities for Division 20 members to be social. Our D20 social hour will be Friday, August 5 from 6:00-6:50 pm. The social hour is sponsored by the Center for Research and Education on Aging and Technology Enhancement (CREATE, <http://www.create-center.org>), and the RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies (<http://www.lasell.edu/academics/academic-centers/rosemary-b-fuss-center-for-research-on-aging-and-intergenerational-studies.html>). We will also be hosting a D20 offsite dinner at Marlowe’s on Thursday, August 4 at 7 pm. Marlowe’s is less than a 15 minute walk from the Colorado Convention Center. **Space is limited, so please make sure to confirm your attendance soon** (RSVP with Wally Boot; boot@psy.fsu.edu). We look forward to seeing you in Denver!

Featured Events

Forty-Five Years of Influence of the Lifespan Developmental Approach (Thursday, 8/04 - 10:00 AM - 3:50 PM) - The Lifespan Developmental Approach has provided an overarching framework for understanding human development from conception to death. As outlined and discussed by Staudinger and Bluck (2001), the Lifespan Development Approach encompasses the following tenets: 1) lifespan development is a continuous process influenced jointly by biology and environment; 2) development unfolds as a process that includes both gains and losses across the lifespan that results in a multidimensional, multidirectional, and multifunctional perspective; 3) development across the lifespan results in changes in the interaction between biological and environmental influences that impact the allocation of resources; 4) lifespan development is a modifiable process that is amenable to intervention; and 5) biological and environmental influences are embedded in age-graded, history-graded, and non-normative contexts. Interestingly, however, the Lifespan Developmental Approach has not been widely disseminated or implemented across the other subspecialties within Psychology. The goal of this six-hour set of sessions is to review, examine, and discuss the merits and contributions of the Lifespan Developmental Approach. Specifically, the aforementioned tenets will be used to address the following key areas within Lifespan Development: 1) Theoretical & Conceptual Approaches; 2) Methodological Issues; and 3) Intervention, Modifiability, & Plasticity.

Dr. James Birren Memorial (Saturday, 8/06 - 10:00 AM – 10:50 AM) - A session to celebrate the life, accomplishments, and pioneering work of Dr. James E. Birren. His death occurred on January 15th, 2016 at the age of 97. Jim was a pioneer in aging research and was considered by many to be the father of modern gerontology. He was a past president of the Gerontological Society of America. Jim served as president of

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Program report, continued from p. 3

Division 20 in 1956-57 and in 1978 received the Distinguished Research Achievement Award from the division. His career spanned the history of Division 20. We have all benefited from his books and papers. The first Handbook on the Psychology of Aging and the Individual was edited by Jim and was published in 1959. This was the major graduate text for many of us until the Handbook of Psychology of Aging series began in 1977. Later there were many other books and papers with over 250 publications. Drs. Harvey Sterns and Warner Schaie will discuss Birren's role as a leading gerontological theorist, his research, and his impact.

Money for You and Your Research: An Interactive Mentoring Workshop (Sunday, 8/07 - 10:00 AM – 11:50 AM) - In today's funding environment, procuring grant money and finding a job after training have become increasingly challenging. Supporting one of APA's 2016 convention themes, "Educational and Professional Training Issues in Psychology," this program will focus on helping trainees learn how to search, apply, and interview for their first job in clinical and academic settings, and how to successfully procure funding for research.

Division 20 Event Schedule

Thursday, 8/04/2016

8:00 AM - 9:50 AM
Executive Committee Meeting

FEATURED EVENT

10:00 AM - 3:50 PM

Forty-Five Years of Influence of the Lifespan Developmental Approach: Past, Present, Future

7:00 PM

Division 20/Division 12-II Dinner at Marlowe's (to reserve a spot, contact Wally Boot, boot@psy.fsu.edu)

Friday, 8/05/2016

9:00 AM - 9:50 AM

Symposium: Future Time Perspective and Well-Being among Older Adults in Diverse Contexts

10:00 AM - 10:50 AM

Poster Session: Adult Development and Aging - I

11:00 AM - 11:50 AM

Invited Address - Baltes Distinguished Research Achievement Award: Dr. Richard Schulz

4:00 PM - 4:50 PM

Business Meeting/Awards Ceremony

5:00 PM - 5:50 PM

Division 20 Presidential Address: Dr. Harvey Sterns

6:00 PM - 6:50 PM

Social Hour

Program report, continued from p. 4

Saturday, 8/06/2016

10:00 AM - 10:50 AM
James Birren Memorial

11:00 AM - 11:50 AM
Conversation Hour: The Other Side of the Silver Tsunami - Intimacy and Sexuality in Long-Term Care

12:00 PM - 12:50 PM
Poster Session: Adult Development and Aging - II

1:00 PM - 1:50 PM
Division 20 Fellows Address

Sunday, 8/07/2016

8:00 AM - 9:50 AM
Skill-Building Session: Serving Older Adults in Long-Term Care - Skills, Theory, and Ethics for Serving a Special Population

9:00 AM - 10:50 AM
Symposium: Meeting the Needs of LGBT Individuals across the Lifespan
CE Credits Offered

11:00 AM - 12:50 PM
Symposium: Caregiving Surveillance and Research at the Centers for Disease Control and Prevention
CE Credits Offered

Collaborative Programming

Thursday 8/4 8:00AM – 9:50AM
Brain Training - Is There Consensus in the Scientific Community?

Friday 8/5 4:00PM - 5:50PM
Psychology's New Frontier - The Advent of Wearable Technology in Psychological Research and Practice

Saturday 8/6 10:00AM – 11:50AM
Evidence-Based Care for Individuals With Dementia and Family Caregivers

Sunday 8/7 10:00AM – 11:50AM
Money for You and Your Research: An Interactive Mentoring Workshop

TEACHING TIPS

It's Not About You, It's About The Shark!

By Michael Clayton, PhD

It always seems to surprise students when they learn that their professors don't receive education or training in the art of teaching on the way to their advanced degrees. We become very familiar with some small part of our field, and then we start teaching. The process can be daunting. For example, we spend many years in a lab learning everything we can about human language, memory, or human development, but that doesn't necessarily mean that we are ready to teach General Psychology to 18 and 19-year-old college freshmen. There is the material itself but there is also the job of managing a classroom. The obstacles and challenges to a successful classroom experience are many. For example, incorporating technology into the classroom, getting and maintaining the students' attention, respectful discourse during class, staying up to date with the field and textbook, and navigating the many motivations of your students are but a few.

Just like in all of life, there are proximate causes for the difficulties we all face in the classroom, as well as ultimate causes (Alessi, 1992). Proximate causes may include a poorly structured syllabus, difficult subject matter, the time of day a course meets, or even a single exceptionally challenging student. All of the little things that can make or break a class are important, but ultimately not sufficient as causes. I've spent many hours addressing every little problem over the years, but there are always more, and the game can begin to resemble a "whack-a-mole" competition. For example, as soon as I think I've built the perfect syllabus, I find that my slides are out of date, and the textbook has gone through significant revisions.

Therefore, I've found some peace and relative success by focusing more on ultimate causes. One of the most relevant of which is **ego**. I have found over time that ego can make or break anyone no matter how many revisions we make to our materials or how much multimedia we incorporate into the classroom.

In psychological terms, the ego is the part of the psyche that experiences the outside world and reacts to it. It's our conscious experience of ourselves (Freud, 1961).

In general, I have found that professors tend to have pretty well-developed egos. We were probably the student in 2nd grade who always raised a hand and luxuriated in the teacher's praise. We went on to develop good relationships with our professors and score well on the GRE. We then found ourselves in graduate programs surrounded by others more like us, where we proceeded to learn everything we could about a very small area of our chosen field. The dissertation process itself requires an extreme narrowing of focus. When you focus that intensely on such a small question, it necessarily limits how much experience you can have of the usually much broader field. In this respect, some well-deserved humility in the classroom has served me well. When too much of your ego is dependent on your classroom performance and the reactions of students, you are on very thin ice indeed.

I've worked with professors who got angry when students asked questions in class because they felt that the student was challenging their authority or mastery of everything. That's silly. They are just asking questions. You can even **learn something** from them sometimes. Professors will demand that students promptly attend every lecture and they will tell themselves that it is what's best for the students, but I suspect it's at least partially what's best for the professor. After all, if I am that brilliant with that much wisdom to impart, how could they possibly want to miss a moment of my time?

My first job was a one-year visiting professor position on a small island in the middle of the Pacific Ocean. I was tasked with teaching all of the courses that the other faculty didn't like to teach, so I was assigned courses that I didn't like and had no particular expertise in, but had to teach anyway. Occasionally, a gecko would walk across the ceiling while I was teaching or a cockroach would skitter past my feet. I think that all of those experiences served to keep my ego in check. It didn't go without a fight (the fight lasted for several more years and jobs) but once I let

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go, it became easier to negotiate the classroom experience.

As a new professor, I very much wanted all of the students to attend my courses, but battles with student attendance brought diminishing returns. I remember the day I let that particular battle go, and it involved a shark of all things. One of my favorite students came to me and said that she wouldn't be attending my class that afternoon. I immediately felt uncomfortable, angry, and vaguely wounded. Somehow I had misjudged the student's motivation and interest. I was not expecting it but when she told me her reason I suddenly let all those feelings go. She proceeded to tell me that there was a hammerhead shark inside the reef on the western side of the island and she wanted to see if she could swim with it. I had no readily available response to that excuse. I think the striking vividness of her story made me realize that it wasn't about me or my class. It was about her and the shark.

From then on, I haven't required attendance and don't take it personally when the students tell me that their grandmother is sick or their car broke down. I just think about that girl and the shark.

I have observed professor-student battles over cellphones in the classroom that escalated to legally questionable confiscation of the student's phone and heated discussions about whether a student's tone was disrespectful or not. I've had colleagues that won't tolerate chewing gum, cologne/perfume, or pen-clicking in class. One colleague was fond of mercilessly insulting and mocking anyone who walked into class late. I understand the fear that makes people react in those ways, but it is ultimately unproductive behavior.

I simply request that anyone who arrives late or leaves early for some reason do so **respectfully**. This is something I learned from Sean Penn's Jeff Spicoli in *Fast Times at Ridgemont High* ("I've been thinking about this, Mr. Hand. If I'm here and you're here, doesn't that make it our time?"). It's not "my" classroom so much as "our" classroom, and the weight of that tends to minimize problems. The student isn't just being disrespectful to me, but to all of their classmates. Never underestimate the power of social pressure!

When you let go of your ego, it makes everything a little easier in class and in life. When students are texting or staring out the window, it's about them and not about me. If they don't turn in their assignment, it's not that they are challenging my authority or that they are "dummies." They all have many different lives and motivations, or even sharks. I simply do my best to present the material as thoroughly and engagingly as I can. I expect everyone to be respectful to each other, the classroom, course material, and me. I am clear about what they need to do to get their desired grade, and I don't ask for reasons why they do or don't do something in class. As long as they understand the syllabus and do the work, they should have the freedom to swim with a shark too.

References

- Alessi, G. (1992). Models of proximate and ultimate causation in psychology. *American Psychologist*, **47**(11), 1359-1370.
- Freud, S. (1961). *The ego and the id*. New York, NY: W. W. Norton.

Michael Clayton, Ph.D., is an Assistant Professor of Psychology at Missouri State University and Board Certified Behavior Analyst.

Memorial in Honor of Dr. James Birren

Submitted by K. Warner Schaie, PhD, Sc.D. (hon.), Dr. phil. (hon., mult.)
Affiliate Professor of Psychiatry and Behavioral Sciences, University of Washington

Editor's Note. In the spring 2016 issue, President Harvey Sterns invited Division 20 members to share memories or tributes to Dr. James Birren that would be published in upcoming newsletter issues. If you have a memory or tribute that you would like to share with the Division 20 membership, please send it to your newsletter editor by the next deadline, which is September 1, 2016. We would be happy to include more tributes like the one shared by Dr. Schaie below.

I am writing this brief memorial to recount my long relationship with Jim Birren, whom I consider to be the father of American Geropsychology.

I first met Jim at the 1951 annual meeting of the American Gerontological Society, which met jointly with the 2nd International Congress of Gerontology in St. Louis, MO. At the time, I was a junior with a major in Psychology at the main campus of the University of California at Berkeley, CA. My advisor was Reed Tuddenham, who had encouraged me to pursue a directed study in which I pursued the question of whether Thurstone's mental ability structure determined in school children could also be shown to hold in adults of various ages. I was able to recruit a small sample of older adults from the geriatric practice of my family physician, who encouraged me to submit my results for presentation as a paper at the Gerontology meeting (Schaie, Rosenthal, & Perlman, 1951).

Jim Birren, in 1951, directed internal and external gerontology research programs in the National Institute of Mental Health. He was an inspiring speaker at the meetings, and he encouraged me to submit my paper for publication in the *Journal of Gerontology* (Schaie, Rosenthal, & Perlman, 1953). The paper was accepted and was probably largely responsible for my being accepted as a graduate student in clinical and developmental psychology at the University of Washington.

I renewed my acquaintance with Jim at the 1963 Gerontological Society meeting in San Francisco, but really got to know him much better while spending a day of the APA meeting with him and Jack Botwinick, showing them around the sights of the San Francisco Bay area and discussing with them my continuing interest in the psychology of aging. I had by then obtained an NIMH fellowship and been appointed executive secretary for a faculty committee on Gerontology at the University of Washington.

In my first academic job, at the University of Nebraska, I primarily taught clinical assessment, but retained my

interest in the psychology of aging and conducted my first longitudinal follow-up of the Seattle Longitudinal Study. Jim at that time was the aging chief of a section within the Institute of Childhood and Human Development. Hence, when I moved to West Virginia in 1963, I resumed extensive contact with Jim and with his encouragement organized a Division 20 sponsored conference in which I paired substantively knowledgeable psychologists in early and adult development for the first West Virginia Conference. Jim also encouraged me to propose a lifespan developmental training grant, with the aid of which I was able to bring Hayne Reese, Paul Baltes, and John Nesselrode to West Virginia.

Shortly afterwards, Jim moved to the University of Southern California, and he invited me to teach in one of the summer workshops at the new Andrus Gerontology Center. Then in 1973, he recruited me to join him at USC, first as associate director for research, and then as director of the Research Institute within the Andrus Gerontology Center. As a member of the USC Developmental psychology faculty, I also served as liaison between Jim and the psychology department and, during his sabbatical, served as acting dean of the Andrus center. Jim and I also shared several doctoral students working for advanced degrees in Developmental Psychology, with specialization in gerontology (e.g., Reedy, Birren, & Schaie, 1981).

Shortly thereafter, Jim decided to expand his earlier *Handbook of Gerontology* to a three volume series, and he invited me to join him as the co-editor of the Psychology volume. I remained in that role for the next five editions and much enjoyed this intensive and truly collaborative effort to influence and move forward the field of psychological gerontology. I have taken on the major editorial responsibility of the senior editor of the *Handbook of the Psychology of Aging*, since Jim's professional retirement, with the help of Sherry Willis as the co-editor. Jim and I also published an undergraduate textbook together with Kinney and Woodruff (Birren, Kinney, Schaie, & Woodruff, 1981).

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STUDENT NEWS

Incorporating Reciprocity into the Research Process

Submitted by Ruth Walker, MA

Somewhere at the end of my second year of graduate school, while completing my thesis, I began to feel uncomfortable with the research methods I was using. I was uncomfortable with 274 women from the community voluntarily giving their time to complete a large packet of surveys while receiving nothing in return. I was also uncomfortable with the amount of time the undergraduates working in my advisor's lab put into helping me collect and enter data. Thus, for the past three years, I have and continue to work to do a better job of making my research process more beneficial to all parties involved.

Giving back to participants

When I talk about giving back to participants, I mean more than what you would write in a research article when discussing participant incentives such as nominal monetary payments. However, I do not want to discredit money as an incentive. Taking the time to write grants to pay participants for their time is a valuable, and appreciated, endeavor. I also recognize that finding alternative methods of giving back to participants can be difficult when your time and resources are already stretched thin. Thus, it is important to be selective about what you can do with the time and resources you have.

For myself, I volunteered for a community wellness program for low-income, predominantly Black, older adults. I gave talks and facilitated activities on age-related topics of their choice for the past three years. By the time I was ready to recruit for my dissertation, I had developed a relationship with the residents such that I received an overwhelming response when I asked if they would be willing to contribute to my research. It also helped that by using qualitative methods, they really felt that their voice was being heard, something they did not feel when asked to complete surveys by other students in the past. Although this may be too time intensive for most schedules, you can modify it to fit your availability. For instance, if you are asking a local community center, church, or other group for assistance recruiting older adults, you can offer to give a talk to their group on a topic that may be of interest to them (e.g., dementia, stress, etc.).

Giving back to research assistants

I strive to give back to my research assistants by working professional development opportunities into our lab meetings. For example, this semester our lab

meeting schedule included learning: (a) different approaches to qualitative research, (b) qualitative coding methods, (c) facilitating interviews and focus groups, and (d) common issues with qualitative and quantitative research methods. Our last two meetings focused on giving them feedback on what they needed to do to prepare for the graduate school application process (including a detailed timeline) and revising their resumes and CVs. These meetings encouraged the development of additional skills they could add to their resumes, helped them articulate those skills on their resumes, and gave them individualized advice to prepare them for applying to the graduate program that best fit their career goals. Further, I am hosting a one-day SPSS workshop for all my past research assistants this summer to give them quantitative tools to support their success in future research endeavors.

It helps if you have a supportive faculty advisor to assist with giving students training and feedback as you are learning those skills yourself. My advisor, Dr. Toni Bisconti, was able to attend the meetings where we discussed the graduate school application process and resume development, which gave students the opportunity to hear from someone with a wealth of knowledge and experience in those areas. Additionally, I was able to grow as an educator by learning what I should point out and emphasize to my future students.

I encourage you to get creative and to talk to your participants, students, and advisors to find ways that you can give back that work for you.

Have additional methods for giving back to participants and student research assistants? I would love to hear them: rvw3@zips.uakron.edu

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.

Continuing Education Committee Report Submitted by Farzin Irani & Jennifer Margrett (co-chairs)

The Division submitted its application for CE sponsor status in February 2016 and was granted two-year approval. Anyone with suggestions for CE workshop topics for 2017 is encouraged to send them to Farzin Irani (firani@wcupa.edu) or Jennifer Margrett (margrett@iastate.edu). The following are the aging related CE workshops available at the 2016 APA Annual Convention August 4-7, Denver, Colorado (further details are available at <http://www.apa.org/convention/ce/ce-workshops.pdf>):

005: Behavioral Strategies for Dementia Prevention

153: Psychotechnology With Older Adults --- Evidence-Based, Theoretically Informed Applications in Practice

001: Expanding Your Practice to Include Work With Older Adults

156: Understanding Psychosis --- A Clinician's Guide to Assessment and Diagnosis

Memorial to Dr. Birren, continued from p. 8

Given the work on successive editions of the **Handbook**, Jim and I continued to interact closely even after I left USC to join Sherry Willis at Penn State and take on the leadership of their Gerontology Center, and after Jim retired from USC and moved to UCLA.

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Elections Committee Report Submitted by Becky Allen, Chair

Official results from the D20 Election were not yet available at the time this newsletter issue was completed. They will be communicated to the membership in the fall newsletter issue.

Committee on Aging (CONA) News

PLEASE MARK YOUR APA CONVENTION CALENDARS FOR THESE TWO COMMITTEE ON AGING (CONA) EVENTS:

The 2016 CONA Conversation Hour: Faster, Higher, Farther...Older: The Masters Sports Movement

With the Summer Olympics underway during convention, join CONA for a conversation with award-winning photographer, Rob Jerome, who for over a decade has been photographing older athletes performing at exceptional levels in various sports. Mr. Jerome will share some of his photographs of international "Masters Athletics" competitions, talk about organized sports available to older adults around the world, and share his observations on the older athletes he's met. Conversation to follow will touch on the importance of sports for older adults beyond the obvious physical benefits. The 2016 CONA Award for the Advancement of Psychology and Aging will be presented at the outset of the Conversation Hour

Saturday August 6th

5:00 p.m. – 6:15 p.m. (really an Conversation Hour and a ¼ Hour)

Hyatt Regency Denver - Centennial Ballroom G

And immediately before (in the same room)

The 2016 Geropsychology Internship Networking Event

Sponsored by CONA & the Council of Professional Geropsychology Training Programs (CoPGTP)
This is an informal gathering for students applying to geropsychology internships and faculty who supervise interns. Please join us to ask questions, share information, and network.

Saturday August 6th

4:00 p.m. – 4:50 p.m.

Hyatt Regency Denver - Centennial Ballroom G