

Adult Development & Aging News

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Adult
Development
and Aging

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President's Message

The Times They Are A-Changin' (Bob Dylan)

This first column as President of Division 20 gives me the opportunity to reflect about the challenges and opportunities for our division and to muse about what I see as critical steps forward. However, before I get into those details, I would like to thank several individuals who were instrumental for a successful program at last month's annual convention in Denver.

First and foremost, I want to thank Walter Boot and Kathie Judge for putting together a successful program. Second, I want to thank Harvey Sterns and Sara Czaja for gently introducing me to my new role as president of Division 20 over the past year. Third, I want to thank Pat Parmelee and Warner Schaie for representing Division 20 on APA Council. And finally, I want to thank all of the members on the Executive Committee for the outstanding work they have been doing and for their commitment to do excellent work in the coming year. I am extremely grateful for your support, and I look forward to a productive year for Division 20.

I believe it is fair to say that the topic of development across the adult lifespan and into old age has come a long

way and is definitely not a "niche topic" anymore. Regular readers of the New York Times, for example, may have observed that the Science Times section, which is published on Tuesday, almost every week covers an aging-related topic. These topics range from the predictive relevance (or lack thereof) of biomarkers for Alzheimer's disease to the effects of physical exercise on physical and mental health to the trials and tribulations of family caregivers of older adults. Just this simple observation suggests a greater public awareness that our society has become an "aging society" and that this is a global phenomenon.

However, this awareness alone does not automatically translate into a more balanced and realistic view on adult development and aging. Regrettably, the public's views on aging still tend to be uninformed by the research that most of us do and tend to be mostly negative. This state of affairs has recently been described in a report titled "*Gauging Aging: Mapping the Gaps between Expert and Public Understandings of*



Manfred Diehl
Division 20 President

Aging in America" (2015; http://frameworkinstitute.org/assets/files/aging_mtg.pdf).

According to this report, most adults think of growing old(er) as "a process of deterioration, dependency, reduced potential, family dispersal and digital incompetence" (p. 6). Changes that happen with aging are primarily seen as being negative, not amenable to intervention, and irreversible once they have occurred. In stark contrast to these views, researchers emphasize that aging is a lifelong and cumulative process, is distinct from disease and decline, and comes with challenges and opportunities. Indeed, experts' views on aging make it very clear that with the right contextual and social support, a

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

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March 1
June 1

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 Your Newsletter editor must use the address that APA provides.

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majority of older adults can remain fairly healthy or manage chronic health conditions effectively in order to maintain high levels of functioning and independence.

Clearly, this discrepancy between the public's views and experts' views suggests that not all is well and that we need to do a better job in disseminating the findings from our research. Although I understand and respect that good scientists tend to be hesitant to publicize their findings beyond peer-reviewed journals and through popular outlets, because it always can be questioned how robust the currently available evidence is, I also think that we owe the public critical, yet understandable, reports about the state of our field and about our collective efforts to optimize healthy aging.

A very good example for such a report, in my opinion, is the Consensus Statement on the brain training industry that was published in October 2014 (see: <http://longevity3.stanford.edu/blog/2014/10/15/the-consensus-on-the-brain-training-industry-from-the-scientific-community-2/>) and was signed by the leading cognitive aging researchers and neuroscientists in the world. This Consensus Statement, which was coordinated by the Stanford Center on Longevity and the Berlin Max Planck Institute for Human Development, illustrates convincingly that there is a reasonable

scientific foundation to talk about plasticity in cognitive aging, but it also deals critically with the claims made by an industry that tries to sell products whose efficacy, especially long-term efficacy, has not been sufficiently established based on rigorous and state-of-the-art research studies.

Thus, although it is essential to be scientifically sound and ethical in the way in which we disseminate our research findings, it also seems to be a good time to consider carefully in which areas we may be able to contribute in constructive ways to the public debate about healthy aging. Although in many areas a great deal of research still needs to be done to permit reliable conclusions, at this point in time we probably can agree that the extent of biological and behavioral plasticity in humans across the adult life span and into old age has been underestimated for a long time, and mostly negative views have prevailed.

I also believe that it is fair to say that this statement applies to relatively healthy individuals and to individuals who are motivated to engage in behaviors, such as engagement in physical activity, that are known to promote healthy aging. It is this background and the recognition that "healthy aging" is a public health

issue in the same way as cardiovascular disease or cancer prevention are public health issues that has led me to the three initiatives that I have chosen to pursue during my term as President of Division 20. These three initiatives are:

- Motivating behavior change to promote healthy aging;
- Changing negative views on aging and counteracting ageism; and
- Translating findings from psychological research on adult development and aging to inform the public and other professions.

I invite each and every member and student member of Division 20 to join me in enriching these initiatives with their contributions and moving them forward. I know that this is only a start and that it requires a concerted and collective effort to create lasting effects. However, I am convinced that the time has come to pursue these initiatives and that Division 20 can play a critical role in their realization. I am also committed to work closely with the Committee on Aging (CONA) of APA, directed by Debbie DiGilio, on these initiatives. I believe CONA is a critically important partner of Division 20 because its

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TEACHING TIPS

Facilitating Quality Contact between Young and Older Adults Through the Classroom

By Gilda Ennis, Ph.D.

As a middle-aged adult and postdoctoral researcher of cognitive aging, I have observed with interest the interaction and communication between young adult research assistants and older adult participants. Generally, older adults have little difficulty conversing and engaging with their younger counterparts, an interaction which they seem to find enjoyable. Many young adults, however, seem more distant, formal, and less able to connect. While there are probably multiple reasons for the age differences in communication styles, including a desire by young adult assistants to be professional and respectful, I am concerned that some young adults may adopt a more distant approach because they may have implicit negative or uncertain attitudes about aging or anxiety about interacting with a perceived out-group ("the elderly") (Bousfield & Hutchison, 2010).

Bringing young adults into quality interactions (i.e., favorable, supportive, and positive interpersonal exchanges) with older adults can help young people develop more positive attitudes about aging and perhaps reduce their anxiety about interacting with older people (Allport, 1954; Allan & Johnson, 2008; Bousfield & Hutchison, 2010; Caspi, 1984; Hale, 1998; Meshel & McGlynn, 2004; Schwartz & Simmons, 2001). Such quality contact can be facilitated by innovative classroom assignments and presentations in gerontology and adult development and aging courses.

One innovative approach discussed by McCleary (2014) allowed young adults to hear the experiences of older adults within the setting of a gerontology documentary film festival designed by faculty from the departments of nursing and social work. Students from nursing, social work, psychology, and other social science majors were either required to attend (i.e., the festival counted as one class meeting) or were given extra credit for participation. Four documentaries were selected: *Ten more good years*, *Young @ heart*, *Old people driving*, and *Andrew Jenks, room 335*. Each was discussed once it ended, and discussions were

led by faculty, professionals from the gerontology/geriatrics community, and men and women from the community aged 70 and over who exemplified healthy aging. Older adults from the lesbian, gay, bisexual, and transgender (LGBT) community were selected to discuss *Ten more good years*, since it depicted the psychosocial challenges facing older LGBT adults.

Modification of the film festival for the classroom could involve inviting members of the older adult community to discuss the films after they have been watched in the classroom or as an assignment. Older adults could be invited to watch the films with the students in class, or they could be provided the films to watch on their own time. Students could be asked to prepare questions about their observations of the older adults in the films and these could be discussed in class before they are presented to the older adult volunteers.

To facilitate face-to-face contact between young and older adults, young adults could be assigned to individually interview an older adult from the community. The older adult could also be asked to design a few questions for the younger adult student to encourage a more mutual interchange between the two. The interview could take place on campus or at a senior center, depending upon ease of access for the older adult. With guidance from the professor, the class could work as a group to develop interview questions. Questions could be informed by developmental theories relevant to aging, such as socioemotional selectivity theory (Carstensen, 2006). Prior to the interview appointment, students would need to be taught skills and ethics regarding interviewing and the collection of data, and Institutional Review Board approval may need to be sought. Following the interview, students could write a paper reflecting upon the content of the interview and how it has changed (or not) their attitudes and beliefs about aging and older adults.

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2016 APA Division 20 Program Chair Report

Submitted by Katherine Judge & Walter Boot

The APA Convention in Denver was a success for Division 20. The conference kicked off with a three-session long workshop: *Forty-Five Years of Influence of the Lifespan Developmental Approach*. This event was organized by Drs. Harvey Sterns and Katherine Judge and was made possible through a grant provided by APA's Committee on Division/APA Relations (CODAPAR). Speakers highlighted theoretical and conceptual approaches, methodological issues, and interventions. The event was recorded, and talks and related educational resources will soon be posted online, providing a valuable resource to psychologists and students interested in learning more about the fundamentals and contributions of the lifespan developmental approach.

Our program offered insights into important issues such as work and retirement, long-term care, the growing diversity of the aging population, and caregiver stress. The program also included skill building and mentoring events for students and early career psychologists, and Division 20 participated in a special poster session highlighting early career resources and opportunities within the division. Division 20 worked with many other divisions to organize cross-division symposia. 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.

Other programming highlights included a memorial session celebrating the life, accomplishments, and pioneering work of Dr. James E. Birren. Jim was a pioneer in aging research and was considered by many to be the father of modern gerontology. Dr. Richard Schulz gave the Distinguished Research Achievement Award address, and we celebrated recent Division 20 fellows in our Fellows Address: Drs. Joann M. Montepare, Alan B. Stevens, and Tonita Wroolie. Dr. Sterns gave his Presidential Address *Work til you Drop, or Knowing When to Stop II*.

Finally, APA 2016 offered members the opportunity to network and socialize. A group dinner was organized for the first day of the convention at Marlowe's. 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 wine and cheese social hour, with refreshments provided by *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>).

Overall, the programming for Division 20 at APA 2016 was a great success, and the program chairs look forward to working with Division 20 members to put together an even better program for APA 2017 in Washington, DC!

Upcoming APA Convention Dates and Locations

August 3-6, 2017
Washington, DC

August 9-12, 2018
San Francisco, CA

**APA Division 20
2016 Award Recipients
Submitted by Karen Kopera-Frye**

The following awards were given:

- a. Baltes Distinguished Research Achievement Award – Dr. Thomas M. Hess
- b. Dissertation Research Award – Yin Liu, Ph.D., Pennsylvania State University (Faculty Sponsor: Dr. Steven H. Zarit)
- c. M. Powell Lawton Distinguished Contribution Award for Applied Gerontology – Dr. Neil Charness
- d. McMillen Award – Baochan Tran, M.A., Widener University (Faculty Sponsor: Dr. Kenneth Goldberg)
- e. Mentorship Award in Aging – Dr. Alice Cronin-Golomb
- f. Springer Award – Dr. Ruchika Shaurya Prakash
- g. Student Travel Award – Jennifer A. Bellingtier, M.A., North Carolina State University (Faculty Sponsor: Dr. Shevaun D. Neupert)

FEATURED STUDENT

Winner of the 2016 APA Division 20 Student Poster Award

Submitted by Walter Boot, Program Co-chair

We are pleased to announce the winner of the APA Division 20 Student Poster Award for APA 2016: Jennifer Bellingtier. Her poster title was: *Attitudes toward Own Aging Moderate the Impact of Daily Stressors on Emotion*. Jennifer started work on her PhD in Lifespan Development at North Carolina State University (NCSU) in 2014. Prior to coming to NCSU, she completed her BA at the University of Southern California, and her MA in Social Psychology at the University of Northern Iowa. She is currently a member of the Daily Well-Being in Adulthood Lab under the supervision of Dr. Shevaun Neupert. Her research interests focus on individual's attitudes, beliefs, and feelings about their own aging, as well as how those beliefs develop and impact well-being. Her poster presentation examined the influence of aging attitudes on older adults' reactivity to daily stressors. Findings indicated that individuals possessing more negative views of aging tend to have higher levels of negative affect on days with stressors, whereas those with more positive views tend to maintain low levels of negative affect on days with and without stressors. The findings were recently published in the *Journal of Gerontology: Psychological Sciences*. Her research has been featured by Time Magazine, CBS and Fox News. She is a student member of the Gerontological Society of America, the American Psychological Association, and the Southern Gerontological Society. She plans to graduate in 2017-2018 and pursue post-doctoral opportunities.

Council of Representatives Report

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

The APA Council of Representatives (COR) held its regular meetings August 3 and August 5 at the annual APA conference in Denver. Division 20 Representatives Schaie and Parmelee were present for both sessions.

Major activities during the open sessions included:

- A proposed bylaws amendment creating a new membership category, "Friends of Psychology," was approved. This is intended to create a home for individuals who do not meet current requirements for other membership categories (e.g., who do not hold an advanced degree), but who "are interested in the mission of APA, advancement of psychology as a science and as a profession to improve human welfare." Friends would receive special consideration (e.g., reduced rates for subscriptions and publications) but would not be voting members of APA. The amendment will be sent out to Association members for a vote.
- *Resolution in Favor of Providing Support and Assistance to Military and National Security Psychologists Striving to Abide by the APA Ethics Code and APA Policy (NBI #23A/Feb 2014)* was considered in small groups as well as full Council discussion. After much lively debate about reach of the measure and its implications, Council voted to postpone further consideration until the February 2017 meeting.
- A revision to the *Ethical Principles of Psychologists and Code of Conduct* standard 3.04 was approved. The revision adds the text "Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04(a)."
- *Removal of Barriers to Admission to Doctoral Programs in Psychology Created by the Use of the Graduate Record Examination (GRE) Scores (NBI #24A/Aug 2015)* proposed a resolution that academic institutions not use cutoff scores for the GRE in considering admissions to graduate

programs in psychology. After much discussion, the item was referred to a workgroup representing multiple relevant committees and boards within the Association for further study.

In other actions, Council

- elected 71 members to Fellow status, including 4 Division 20 members;
- adopted as APA policy the following items:
 - *Guidelines for Integrating the Role of Work and Career into Professional Psychology Practice*, with an August 2023 expiration date;
 - *Resolution on Psychologists in Integrated Primary Care and Specialty Health Settings*;
 - *Resolution on the Free and Responsible Practice of Science, Freedom of Movement Scientists, and APA International Engagement*;
- deferred discussion of an official apology to war-on-terror victims of torture and abuse because the item was not received in a timely manner. It will be discussed at the February 2017 meeting;
- approved amending the *Resolution on Data About Sexual Orientation and Gender Identity*, and
- adopted a resolution regarding maltreatment of children with disabilities.

Council also received updates on

- Association finances, which are considerably tightened due to expenses related to the Hoffman report;
- the Workgroup to Develop Civility Principles and Procedures (a/k/a/ "How can we teach Council representatives not to be rude to one another?");
- the Ethics Committee's plans completely to revise the APA Ethics Code, and

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Photos from APA 2016 Division 20 Dinner
(Photo Credits: Neil Charness)



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members engage in a great deal of advocacy work in Washington, DC, and with important organizations, such as the National Institute on Aging.

I look forward to my year as acting President of Division 20. D20 has been a professional home for me for over two decades, and I look forward to building on the successes of the Division and my predecessors to promote our work within and outside of APA.

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- a number of activities relevant to professional competencies and practice.

Council met in executive session for an update on legal issues concerning sequelae of the Hoffman report. This information cannot be made public at this time, but it has some serious implications for APA finances.

A number of items on the consent agenda were approved without discussion.

Teaching Tips, continued from p. 3

Facilitating quality contact between younger and older adults through classroom activities should help prepare younger adults for service learning activities with older adults, work as research assistants in laboratories studying adult development and professions that serve older people, and foster more comfortable exchanges in daily life. My hope is that as young adults hear the experiences, thoughts, and emotions of older individuals, they will develop a better understanding of and even empathy for their older counterparts so that communicating and interacting with them will occur with greater ease and effectiveness.

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Gilda Ennis received her PhD in Psychology from North Carolina State University. She is currently a postdoctoral fellow at the Georgia Institute of Technology where she studies the relationship of health-related variables to cognitive functioning in older adults.

Elections Committee Report Submitted by Julie Patrick

On behalf of Division 20, we extend our gratitude to Rebecca Allen (Chair of the D20 Elections Committee) and those who volunteered to be considered for office. Two hundred ballots were cast in the Division 20 elections. We welcome the following, whose terms began at the Annual Meeting:

Joseph E. Gaugler, PhD (University of Minnesota): President-Elect

Karen Kopera-Frye, PhD (University of Louisiana-Monroe): Treasurer

Susan Krauss Whitbourne, PhD (UMass-Amherst): Council Representative (Jan. 2017 start)

Katherine Judge, PhD (Cleveland State University): Member-at-Large

Lisa Hollis-Sawyer, PhD (Northeastern Illinois): Member-at-large

Fellows Committee Report Submitted by Alan Stevens, Chair

Congratulations to new Division 20 Fellows!

I am very pleased to announce that Division 20 has three new Initial Fellows. Please join me in congratulating the following members whose outstanding contributions to the field have been recognized with Fellow status: **Jennifer Margrett, Karen Kopera-Frye, and Walter Boot.**

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 Alan Stevens (Alan.Stevens@BSWHealth.org) if you have any questions.

APA Presidential Candidates Comment on Adult Development and Aging

Division 20 posed the same questions to all five APA presidential candidates. Candidate responses received from Dr. Geisinger and Dr. Mattu are reprinted below; Dr. Daniel, Dr. Lowman, and Dr. Reisner are also running for the office.

Kurt Geisinger, 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.

Do I have interests? Yes. Am I a member or fellow? No, I am not. I belong to some 10-12 divisions and am not wealthy enough to join all in which I have interest. Please see my comments below. I definitely do value your division and its contribution to APA more generally.

Question #2: Do you have any professional or scholarly interests in issues related to the psychology of adult development and aging? Naturally, we are interested in a wide range of professional activities, including practice, consulting, supervising, research, teaching, or advocacy.

Yes, indeed. When I began graduate study, I worked with William A. Owens. Although he was a renowned industrial psychologist, he is also widely known for performing the first longitudinal intelligence study, one that showed that intelligence did not decrease during the “normal” adult years and that certain activities kept intelligence high during those years (Owens, 1953). He also did a follow-up study (Owens, 1966). In the mid-1970s, he offered me a chance to do a third follow-up as my dissertation. After consulting with several gerontologists, I decided not to do so as I was informed that it would have been too difficult to find these people who would then have been in their mid-80s.

Subsequently, while earning my doctoral degree at Penn State University, I took courses with Professors Paul Baltes (Research Methods in Lifespan Developmental Psychology) and John Nesselroade (Statistical Methods for Studying Change). I read many articles in these courses from Academic Press's Lifespan Developmental Psychology series. Subsequently, as a young faculty member in psychology at Fordham University, because of my knowledge in this arena, I served on most of the dissertations directed by Professor Carol Ryff, who later went to the University of Wisconsin.

On a personal level, I have watched some aspects of aging closely. My father was a retired counseling psychologist. During his retirement years, he volunteered a day a week at a community-based adult care center. He often discussed techniques he used to help participants to recall their earlier lives with my wife, a clinical psychologist, and me. My mother died many years later from Alzheimer's disease. I watched up close the manifestation of the disease as a son and caregiver. These issues continue to be of great personal concern.

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Question #3: Are you involved with any other organizations that address issues of adult development and aging, including issues of psychological aging.

Yes, I am a division vice president and board member of the International Association of Applied Psychology (IAAP). At the last two congresses, I have attended sessions of its Division 7, Applied Gerontology, of the IAAP.

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Presidential Candidate Statements, continued from p. 10
Dr. Geisinger, continued**Question #4: Could you briefly explain any way in which adult development & aging is part of your platform or agenda for your presidential year?**

My general platform is called, One Psychology. I wish to help unify the different aspects of both academic and applied psychology. I think that theme probably resonates with many members of your division. Toward this end, I believe that we need considerably more interaction across the spheres of science, practice, and education. My goals for APA include making membership more valuable; funding APA's Practice Organization at a better level; emphasizing education in psychology; remaining committed to diversity in all its manifestations; representing and advocating for psychology as a science and a practice, especially in relation to health care; making certain that psychology is perceived as a STEM science; and increased interaction with international psychology. For more information, please check my website (kurt4apa.org).

Ali Mattu, 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.**

I am not a member of Division 20 and have not been active in the division.

Question #2: Do you have any professional or scholarly interests in issues related to the psychology of adult development and aging? Naturally, we are interested in a wide range of professional activities, including practice, consulting, supervising, research, teaching, or advocacy.

I was trained as a child clinical psychologist and work as an assistant professor at the Columbia University Medical Center. Recently, I have become a coordinator of our Launching Emerging Adults Program, an innovating family-based treatment designed to help young adults function independently. While this program is focused on young adults age 18 through 30, it takes a developmental approach to supporting both young adults as well as their aging parents. My role includes practice, consulting, supervising, and teaching. We are anticipating the launch of a research study related to this program in the coming year.

Question #3: Are you involved with any other organizations that address issues of adult development and aging, including issues of psychological aging.

Related to my work with young adults and their families, I am involved with APA Division 53 (Society of Clinical Child and Adolescent Psychology) and previously served on their executive committee as one of their APA Council Representatives.

Question #4: Could you briefly explain any way in which adult development & aging is part of your platform or agenda for your presidential year?

Psychology has become a critical component of healthcare and there is great demand for psychologists with expertise in issues related to adult aging. Our greatest challenge to capitalize on these opportunities remains our reluctance to change. We have spent decades practicing psychology in silos – private practices, clinics, or departments. We often work independently, focus exclusively on mental health, and maintain a 50-minute structure for our interventions.

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Presidential Candidate Statements, continued from p. 11

Dr. Mattu, continued

Being overly focused on tradition has made us slow to prepare our workforce for emerging healthcare marketplaces. While current models will remain sustainable for the near future, early and mid-career psychologists need to expand their practices to thrive in future marketplaces. If we do not prepare for these changes, our profession will be fighting over the crumbs of healthcare while other disciplines will be eating cake.

As President-Elect of APA/APAPO, I will focus on the following:

- o Advocate for the inclusion of psychologists in all aspects of healthcare reform implementation.
- o Encourage graduate training that helps students apply psychological interventions towards population-based problems such as diabetes, heart disease, cancer, and dementia.
- o Help psychologists to diversify their practices beyond mental health.
- o Provide resources that will help psychologists take advantage of new reimbursement systems (e.g. bundled payments) by easily demonstrating the value of their existing treatments.

Genealogy Tree Submitted by David Chiriboga

For over a year, the Membership Committee (Drs. Lynn Snow, Allison Jahn, and myself; abetted by Ms. Yaritza Carmona), with consultation from other members of the Division 20 Executive Committee have been working on a project designed to create a genealogy tree for Division 20 members. This project was inspired by a 1992 booklet created as part of the celebration of APA's Centennial meeting. The authors were Elizabeth A. L. Stine, Jennifer Ruh, and Jennifer Hindman. While these authors noted that intellectual genealogies often have problems due to the complex nature of the mentoring process, they hoped that the booklet would help readers understand something of how geropsychology has developed. They commented that ... "the psychology of aging tends to be less compartmentalized in its approach to research problems, having avoided the intellectual bias in mainstream psychology of a separation between social and biological influences on behavior." The academic genealogy approach was thus felt to help in clarifying the development of ideas.

The present project represents an effort to update the 1992 booklet, and, in doing so, make use of new software explicitly designed to capture the complexities of an individual's intellectual heritage. For example, the software allows one to include details concerning the institution where you received your doctoral degree, and list your academic appointments since obtaining that degree. It allows you to list your academic mentors,

who may not necessarily have held appointments at your doctoral institution, as well as those whom you yourself have trained (you can even list examples of your own publications, if you so desire).

As outlined below, the procedure for making entries is relatively simple. You will register (create username and password) at the following link:

<http://academicctree.org/division20/register.php>

The next step is to search for your name. The easiest way is probably to look at the top of the form, where there is a search bar. Just type in your name. You may already exist in the database, or there might even be someone who has your name who has already been entered (note that lots of groups are entering data at the academic tree site, not just those of us in Division 20).

If the search engine does not find a matching name, you can click to add your information. You will have the option of adding not only past and present positions (with dates), but information on research areas, home page, even link to a photograph.

Note that if the computer informs you that the person already exists (yourself or the name of a mentor or

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STUDENT NEWS

Ethical Considerations for Researchers Working with Older Adults

Submitted by Jennifer Bellintier, MA and Neika Sharifian, MS

Researchers working with older adults may face ethical dilemmas that they have not been trained or prepared to handle. Those new to the field may be unaware of the unique characteristics, ethical implications, and responsibilities of working with an aging population. As the start of the fall semester brings new members to your labs, we consider three such issues and offer recommendations for addressing them.

Elder Abuse

Researchers may encounter cases of suspected elder abuse. Elder abuse involves intentional and negligent acts by caregivers and others that can cause harm or put older adults at risk for harm. It is estimated that only 1 in 14 cases of elder abuse are reported to social service agencies (Lifespan of Greater Rochester, 2011), despite significantly increased risk of overall mortality for those abused (Dong et al., 2009).

Researchers should make themselves aware of any institutional, local, or state laws requiring mandatory reporting. In cases where mandatory reporting is not required, researchers may be concerned about potential ethical violations when reporting such incidents. We encourage labs to establish procedures for actively handling suspected cases of abuse (resources are available from the National Center on Elder Abuse: ncea.acl.gov). Reporting cases of elder abuse is supported by the Elder Justice Act (2003) and the Elder Abuse Victims Act (2013).

Ageism

Ageism refers to negative attitudes based on age including negative feelings, age-based stereotypes, and discrimination. Ageism may be especially likely to impact research design when researchers are unfamiliar with older populations. K. Warner Schaie noted that *"The increased interest and funding in this area has brought in a number of researchers with little previous experience in research on human aging, whose language behavior may be unduly influenced by societal stereotypes rather than by the relevant psychological literature"* (Schaie, 1993, p. 49). He noted a series of ageist assumptions that researchers should watch out for including:

- assuming data from different populations will generalize to older adults
- assuming measures normed on young adults carry equal meaning for older adults
- assuming chronological age is always a relevant variable
- treating age as an explanatory variable
- assuming older adults will only show declines
- the unintentional use of ageist language

Although experienced aging researchers may be unlikely to make these ageist assumptions, they still bear keeping in mind as new cohorts of students and assistants join your lab. Providing training to incoming students can help. Assigning short readings (e.g., Schaie, 1993 and McGuire, 2009) or videos (e.g., "The Myths and Realities of Aging" from PBS) prior to leading a discussion about aging can better prepare researchers to work with older adults and reduce ageist attitudes (Ragan & Bowen, 2001). Reviewing these topics can help all of us to think critically when we ask questions related to aging.

Stereotype Threat

Stereotype threat refers to the situational pressure and distress that a person experiences when they feel at risk of conforming to a negative stereotype about their social group (Steel & Aronson, 1995). Older adults are often subjected to negative stereotypes about their physical and mental competencies. The unintentional activation of stereotype threat in research designs can have negative repercussions such as potential harm to the self-efficacy and self-esteem of older adult participants, and potential threats to the validity of the research. For example, previous investigations have demonstrated older adults who were explicitly or implicitly primed to think that older adults have deteriorating cognitive capabilities performed poorer on subsequent cognitive tasks (Hess, Emery, & Queen, 2009).

We encourage aging researchers to think critically about the components of their design to reduce the risk

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Minutes of APA Division 20 Executive Committee Meeting

2016 APA Convention, Denver, CO

Thursday, August 4, 2016 (8-9:50 am)

In attendance: Harvey Sterns, Manfred Diehl, Sara Czaja, Gloria Luong, Pat Parmelee, K. Warner Schaie, Susan Whitbourne, Dave Chiriboga, Karen Kopera-Frye, A. Lynn Snow, Joe Gaugler, Jennifer Moye, Lisa Hollis-Sawyer, Joann Montepare.

- Welcome and Introductions - Harvey Sterns

- Committee Reports

- o **Treasurer's Report** (Joe Gaugler) – Most of D20's immediate streamlining goals have been achieved, putting the Division at a point where it cannot cut anything else to maintain its bottom line. At present, we are making a slight profit (~\$3,000-\$3,500), which may fall out once the cost of the conference and awards has been rectified. Thus, alternative ways to increase revenue are needed, beyond membership. Continuing education initiatives are an option. Susan suggested looking at partnerships with CoPGTP (Council of Professional Geropsychology Training Programs), ABPP, and Division 42.

Manfred cautioned that, if we pursue webinars, we should consider our ability to maintain ownership of the materials that are developed, as it was his experience that APA assumed possession of materials he generated for a previous webinar/training session he prepared on aging. Karen suggested we look into charging members for materials we produce, as AGHE has done for resources such as bibliographies. Others suggested we explore partners and audiences outside of APA, such as state aging organizations, Area Agencies on Aging (AAAs), Aging Service Access Points (ASAPs), and other groups in the aging services network. Manfred agreed to pursue a conversation with Greg Neimeyer (Associate Executive Director, APA Continuing Education in Psychology) about possible opportunities.

Joann suggested further that we form an ad hoc revenue committee to explore alternatives. Karen Kopera-Frye will be assuming responsibilities as Treasurer as Joe moves into the President-elect position. The following individuals volunteered to be on the ad hoc revenue committee: Manfred Diehl, Joann Montepare, Harvey Sterns, Joe

Gaugler, Karen Frye, Sara Czaja, Lisa Hollis-Sawyer, Sue Whitbourne.

- o **Program Committee** (Wally Boot, Kathie Judge) – Joann gave highlights of the program schedule provided by the program co-chairs who were both attending other sessions. As well, she reported that the chairs found that developing CPG (Collaborative Proposals) continues to be challenging and time consuming. Several recommendations were made about how to solicit more input about proposals, including describing the program in an upcoming Newsletter and soliciting proposals from members, along with reaching out to members via the D20 Listserv with a more personalized appeal. Manfred and Allison Bielak (new program co-chair) will also reach out to select groups in light of D20's new presidential focus.
- o **Elections Committee** (Becky Allen, Julie Hicks Patrick) – The EC expressed appreciation to Becky Allen who has been able to recruit a steady stream of candidates, especially for the position of president. Susan encouraged the EC to continue to nominate colleagues for election. As well, it was suggested that we actively involve candidates who were not elected in related EC or D20 business to maintain interest and advance experience.
- o **Executive Committee Directory/Listserv Issues** (Joann Montepare, Lori James) - The Listserv continues to function smoothly. One issue that arose was the acceptability of soliciting information for meta-analyses. D20 follows APA policy, which does not support soliciting individual research participation or distributing surveys, etc. via the Listserv. However, the EC unanimously agreed that requests for meta-analyses reflected a different type of call and would be appropriate to post.
- o **ABPP** (Becky Allen) – Susan reported that she will be meeting with Victor Molinari and

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- working on a website to promote certification involving aging.
- o **Fellows Committee** (JoNell Strough) – Three members were endorsed by the Committee and their applications were forwarded to the APA. Gathering nominations continues to be a challenge, especially given that they most often rely on self-nomination. Harvey volunteered to review the membership list and offer suggestions for new nominees. Joann suggested that the Committee develop a “cheat sheet” to assist new nominees and their recommenders in preparing materials. It was further suggested that we promote nominations and describe the process in the Newsletter. JoNell completed her three-year term as chair, and Manfred was able to recruit Alan Stevens as the new Fellows chair.
- o **Membership Committee** (Lynn Snow, Dave Chiriboga) – Membership is holding steady with paying members around 558. Student members have risen from 58 to 80, and professional affiliates remain at 56. Lynn reviewed the D20 description distributed for comment via the D20 Listserv that will be used to promote cross divisional membership. The EC unanimously accepted the content of the description and agreed to offer the EC a final opportunity for wordsmithing (with a deadline) via the Listserv. The Committee will be attending an all APA Division membership brainstorming session to explore new options to increase membership. As well, they will be meeting with D12-2 to explore co-membership – making the point that they do not have representation on Council and that partnering with D20 would now give them a voice. David described the Family Tree initiative and the EC discussed several issues. Is it necessary to be a member to access the tree? The consensus was “no”, we should be inclusive. Should connections be restricted to psychologists? The consensus was “yes” given that this was an APA-focused effort. How can we promote the project? The consensus was that we place a story about it in the Newsletter, make it available on the D20 webpages, and promote it via the Listserv. Gloria Luong has agreed to take on the responsibilities of the chair of the Membership Committee.
- o **Continuing Education Committee** (Farzin Irani, Jennifer Margrett) – CE status has been updated, and D20 may pursue opportunities as described above.
- o **Education** (Julie Boron, Jennifer Moye) – All textbooks and graduate program information have been summarized and updated. Final web updates are in the process of being completed.
- o **Newsletter** (Grace Caskie) – The EC acknowledged the fantastic job Grace has consistently done and appreciated her “long-lived” efforts. A reminder notice will be sent about the upcoming newsletter.
- o **Awards** (Karen Kopera-Frye, Jane Berry) – The number of professional nominations was down, but the number of student nominations was up. The EC needs to continue to encourage nominations and to keep an eye on other APA awards for D20 members. It was recommended that the presentation of awards continue to be done at the business meeting before the social hour.
- o **Council** (Warner Schaie, Pat Parmelee) – Several issues could not be discussed because of pending lawsuits and the associated legal restrictions. APA is considering a new “Friends of the Association” category for membership and changes to the ethics code if psychologists are going to be involved in supplying services in international efforts.
- o **Social Media** (Susan Whitbourne) – D20 continues to maintain a Facebook page and LinkedIn account. Lisa Hollis-Sawyer will be taking over social media responsibilities.
- **Incoming President’s initiatives** (Manfred Diehl) – Manfred offered three recommendations for upcoming themes during his tenure: 1) Motivating behavior change to promote healthy aging; 2) Changing negative views on aging and counteracting ageism; and, 3) Translating findings from psychological research on adult development and aging to inform the public and other professions.

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of stereotype threat. Important considerations should also be given to how lab members communicate (written or through direct dialogue with participants) the research study topic. Common ways to reduce the activation of stereotype threat in older adults include:

- Avoid making group identities salient (e.g., “the purpose of this study is to compare young vs. older adults...”).
- Avoid the use of stereotype-salient words (e.g., testing, memory, performance; Rahhal, Hasher, & Colcombe, 2001)
- Avoid evaluation expectations, specifically, lower performance expectations (Steele & Aronson, 1995)

Planning ahead and providing training to new aging researchers can help avoid ethical problems as research progresses. We wish you all a productive year of aging research.

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Jennifer Bellintier is the new graduate student representative to the Division 20 executive board. She is working on her PhD in Lifespan Developmental Psychology at North Carolina State University where she is a member of the Daily Well-Being in Adulthood Lab under the supervision of Dr. Shevaun Neupert. Her research interests focus on individual's perceptions of their own aging and how those perceptions influence well-being, especially via the stress process.

Neika Sharifian is a doctoral student in the Lifespan Developmental Psychology program at North Carolina State University. Neika works under Dr. Daniel Grühn in the Adult Cognition and Emotion Lab. Her current research interests focus on emotional and psychological well-being in older adulthood and the impact of affective information on decision-making.

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mentee), you can add information or edit. Click on “Yes, I meant this person.” Otherwise, if person does not exist in the software program, you add the person: Click on Add Person.

Keep in mind that, at this stage, you can add a number of details, such as various positions not only you but your mentor/mentee has held or currently holds. If you or a mentor or mentee already exists, you can click on “options” under the person’s name to add details on parents and children [look at the left side of the screen after clicking the options icon]. You can also come back at some later point and add details.

Note that the genealogy program refers to mentors as “parents” (e.g., chair of your doctoral thesis, colleagues who have mentored you; in a pull-down screen you are asked to identify the type of relationship), and “children” (people you have mentored, especially doctoral students).

When entering mentors, you may find that some already-listed mentors may not have information concerning who their own mentors are, and you yourself may not know. And actually the existing information can be misleading. For example, Bernice Neugarten was my mentor at the University of Chicago, but at present, the genealogy tree lists her as being at Northwestern (where she went after she was forced to retire from Chicago), since someone from the NeuroTree group had already entered her into the system. At some point, we may try to do a bit of research on this, to clean up timelines etc. If you have time to review other folks listed on the tree and can fill in missing information, it would be much appreciated!! Also note that you can edit information, just in case you make a mistake. But, take care the first time to avoid mistakes!!

In conclusion, all of us on your Executive Committee hope that this is not only a fun exercise but something that could be useful as well. For example, the program can compute “distance” (number of steps separating) any two individuals listed in the tree. The tree could also be used to trace the development of ideas in geropsychology, etc. If you run into difficulties, you can contact me at dchiriboga@usf.edu.

CONA News **APA Public Interest Directorate's Blog on Aging Issues**

Division 20 members may be interested in the blogs on aging posted by the APA Public Interest Directorate.

Some recent blog topics have been:

- What Macaque Monkeys Might Tell Us About Our Friendships as We Age (Sept. 7, 2016)
- Starting a Conversation: How We Can Reduce Health Disparities Among Older Adults (July 7, 2016)
- Breathe and Focus: How Practicing Mindfulness Improves Mental Health as We Age (May 25, 2016)

See all of the blogs focused on aging so far here: <https://psychologybenefits.org/category/aging/>.

If you are interested in doing a blog, contact the Office on Aging Administrative Coordinator, Martha Randolph at mrandolph@apa.org.

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!

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- **APA Liaisons:** Debbie DiGilio (CONA) & Pat Kobor (APA, Science Directorate) – Debbie reported on APAGENET (the new Psychology and Aging Network) outreach to other Divisions, 20 of whom have been responsive to connecting with CONA. CONA will be conducting a survey of state and regional psychological organizations about aging-related efforts. CONA continues to promote an aging focus through its efforts to nominate psychologists with aging expertise to various APA boards, committees, etc., through its social media efforts, and through materials for high school and undergraduate students geared toward careers in aging. CONA also was instrumental in organizing a special issue of the *American Psychologist* on “Aging in America: Perspectives from Psychological Science” (May-June Issue, 2016).

Pat described funding increases proposed for NIH, especially in the area of Alzheimer’s disease, which does include attention to behavioral and social science related issues. However, given timing, there is concern about outcomes, and work is being done to move the process forward. Presidential candidate Hillary Clinton has expressed interest in an Alzheimer’s moonshot initiative.

- **New business** – Karen announced the development of a new toolkit geared toward training first responders, such as firefighters or law enforcement personnel, on how to interact with adults with Alzheimer’s disease.
- The meeting adjourned at 9:50.

Respectfully submitted,

Joann M. Montepare

D20 Secretary

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