

Adult Development & Aging News

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Adult
Development
and Aging

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President's Message

Time Flies When You're Having Fun

This is my final column as acting President of Division 20. Thus, for the past few weeks, I have found myself contemplating what I would like to make the focus of this final column, and numerous ideas have been spinning through my head. I finally decided that I would like to address two of those ideas: First, I would like to take this final opportunity to reflect once more on the issue of translating findings from research on adult development and aging to inform the public and to engage in advocacy. Second, I also want to address an issue that is often discussed by the division's Executive Committee. Namely, how can we get more young colleagues involved in the activities of Division 20 and the mission of the American Psychological Association?

Why do I keep coming back to the issue of translating research findings from psychological aging research for the public and for advocacy purposes? Well, there are several reasons. First, the public continues to look at the process of aging in mostly negative terms, and ageism continues to pervade our society. For example, despite long-standing laws such as the Age Discrimination in

Employment Act (ADEA; signed into law by President Lyndon Johnson in 1967), discrimination based on age is quite common in the workforce. Similarly, prejudice and discrimination based on age in health care settings is a pervasive problem as recent publications in some of our top journals show. Although we have made progress in recognizing the strengths and contributions of middle-aged and older adults, the different forms of prejudice and discrimination are often subtle, and we have a responsibility to fight them wherever we see them. Furthermore, negative views of aging and ageism also deny older adults roles in our society that could draw on their lifelong experiences and expertise and could illustrate that they are a form of "natural resource."

Second, although I am convinced that the last word on aging and behavioral plasticity (or limits of behavioral plasticity) has not been spoken, I believe we have reasonably good evidence showing that performance in virtually all behavioral domains is characterized



Manfred Diehl
Division 20 President

by great within-person variability and large between-person differences. This means that most adults with reasonable physical health tend to have reserve capacities and that psychologists can draw on these reserve capacities to optimize individuals' physical fitness, social-emotional functioning, and cognitive functioning. More specifically, psychologists have been and continue to be instrumental in doing a good deal of the basic research that provides the data for evidence-based health promotion and intervention programs, and we need to actively translate these findings for the benefits of an aging population. In doing so, psychologists, including members of Division 20, show that they claim ownership of

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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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their theoretical and empirical work and that they are at the forefront of addressing a major social issue.

Third, taking ownership of the research and educational work we are doing is also important for strategic reasons. One simple reason is that if we do not translate the content of our work, others will take the knowledge that we generated and will use it for their purposes. For example, if you go to the internet and search for websites that provide information on healthy aging, you will find many sources that provide information and tips without ever referring to the studies or the researchers who generated this knowledge. This is unfortunate and should give us reason to reflect on our own lack of translational efforts.

Finally, I am also convinced that psychologists can play a critical role in getting a very important message out. Namely, that optimal aging is a public health issue in the same way that the prevention of cardiovascular disease or type 2 diabetes are public health issues. The current speed of population aging and the associated rise in health care costs have moved the topic of "optimal aging" from the periphery to the center of policy makers' attention—if for no other reasons than reasons of cost saving. Given this shift in attention, psychologists can play an important role in translating

research findings for policy makers and for infusing new policies or public health initiatives with much needed empirical evidence. Because we cannot expect that policy makers and their assistants will read our articles in peer-reviewed journals, we need to develop and cultivate avenues that bring the knowledge to their desks so that they can incorporate it into their work for the benefit of the general public.

In terms of the second focus of this column, I want to talk about getting more young colleagues, including more graduate students, involved in the activities of Division 20 and APA. This is a topic that is regularly discussed by the division's Executive Committee and is linked to attracting "new blood and brainpower" to our division. This topic has also been on my mind because my year as acting president created an unanticipated "subjective aging experience" for me as I realized that I have undeniably moved up in seniority. Although I have always encouraged my doctoral students to get involved with Division 20, this past year increased my awareness regarding issues of intergenerational continuity and how critically important these issues are for the vitality

of an organization such as Division 20 and APA.

As a mentor and advisor to doctoral students, I wonder whether greater diversity in career planning and greater emphasis on team science has resulted in a less clearly defined identity as psychologist in our younger colleagues. In my department, faculty and students regularly discuss issues of professional identity, and I often observe that even advanced doctoral students may struggle with articulating their professional identity vis-à-vis other disciplines. I wonder how and to what extent these difficulties may affect their interest and willingness to get involved with Division 20 and APA? Similarly, I wonder whether we focus enough on aspects of professional socialization and professional identity in our graduate curricula. Although someone might say that professional identity may be highly overrated in a world that increasingly emphasizes team science, I am inclined to argue that team science actually requires and benefits from a strong professional identity.

It is beyond the scope of this column to discuss all possible reasons for why a young colleague may or may not get involved in APA and Division 20. However, I just want to point out a few

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Membership Committee Report

Submitted by Gloria Luong, Chair

Summer is here, which means the APA convention is right around the corner! There are many benefits of your membership in APA and Division 20, including discounts on convention registration and access to Division 20 programming (e.g., social hour and events), as well as eligibility to apply for exclusive division awards. Check out the Division 20 program preview for more information on exciting convention sessions!

Please join me in welcoming our newest Division 20 colleagues!

Jose Alves	Robert Kulka*	Jennifer Seeley*
Yulia Ayriza	Katherine Lambos*	Jennifer Smith
Hunter Ball	Allura Lothary*	Tamara Statz
Sarah Barber	Minjie Lu	Jenessa Steele
Joanne Cohen	Loretta Markus*	Emily Streeper
Nathaniel Diede*	Matthew McCurdy*	Elizabeth Tinsley*
Julian Dodd	Ryan Muller*	Eduardo Urenda
Kelly Goedert	Erica O'Brien*	Alison Weiner*
Justin Griffith	Shalani Offord*	Adam Woods
LaQeishia Hagans*	Amy Overman	
Patrick Hill	Lawence (Larry) Palk	*Denotes Student Affiliate
Dawn Holt*	Melissa Paretsky	
Dena Hulbert	Tina Pizzo*	
Marko Katana	Shehroo Pudumjee	
Lee Kershner*	Daniel Schaffer*	

Thank you for encouraging your students, postdocs, and colleagues to join Division 20! Joining or renewing membership in our division is easy: <http://www.apadivisions.org/division-20/membership/index.aspx>. Don't forget, students join our division for FREE for the first year (making them eligible for student and travel awards)!

Looking forward to seeing many of you at the convention in Washington, DC this August!

President's Message, continued from page 2

opportunities that advisors have to foster an identity in their advisees or mentees that involves service for a professional organization. First, informing students and junior colleagues about available funding (e.g., fellowships), awards (e.g., early-career awards), or training opportunities (e.g., advanced training workshops) offered by APA is one mechanism to create interest in the organization. Second, nominating junior colleagues for early-career awards or other recognitions of their scientific contributions to the field might be another way to generate a lasting connection. Third, recommending students and junior colleagues for service activities and committees that strategically meet their needs in terms of tenure and promotion. Fourth, getting graduate students involved in activities and committees that provide them with valuable learning experiences for later service activities, including

reviewing manuscripts or chairing subcommittees. Finally, acting as a positive role model is very likely one of the most effective ways to motivate a younger colleague to get involved with APA.

In closing, I want to thank all members of the Executive Committee for their outstanding service during the past year. You all helped to run Division 20 smoothly and effectively. Finally, I would like to thank Debbie DiGilio and the Committee on Aging (CONA) for their tireless efforts on behalf of older adults and psychologists who work with older adults. Your advocacy is exemplary. I look forward to seeing all of you and many of our members at the annual convention in August in Washington, D.C. Have a great and productive summer!

2017 APA Annual Convention Program Report

Submitted by Kathie Judge and Allison Bielak, D20 Program Co-Chairs

The D20 Program for the 2017 APA convention in Washington, DC (August 3rd – 6th) has been finalized, and we hope you enjoy it! As mentioned in the previous newsletter, the presidential themes selected this year by Dr. Manfred Diehl focus on current research examining motivating middle-aged and older adults to engage in behavior that promotes healthy aging and approaches for improving physical and cognitive health. Our program includes a broad range of exciting and innovative programming, including 4 collaborative programming sessions, 6 symposiums, and 2 poster sessions. Sessions reflect both basic and applied research findings along with important clinical and public policy implications. Additional program highlights include a session to honor the CREATE group for their APA prize for Interdisciplinary Research Team on Research on Aging and Technology and a session led by NIA program officers who will provide important information about external funding. Other key sessions to note include the Baltes Distinguished Research Achievement Award; the Presidential Address; and the D20 Fellows Address. APA 2017 will offer several opportunities for Division 20 members to network and socialize.

We will be co-hosting a D20 offsite dinner with D12 and PLTC on Thursday August 3rd. We will send information to the listserv about the dinner and how to participate once finalized. Our D20 Awards Ceremony and Social hour will be Friday August 4th from 6:00-7:50pm. The social hour is sponsored by the Center for Research and Education on Aging and Technology Enhancement (CREATE, <http://www.create-center.org>); 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>); and the Benjamin Rose Institute on Aging (<http://www.benrose.org>).

We look forward to seeing you in Washington, DC!

APA 2017

Division 20 Event Schedule

Thursday, 8/3

8:00 AM - 9:50 AM

Executive Committee Meeting

8:00 AM - 9:50 AM

Moving Theory to Practice-Hands on Approaches to Cognitive Remediation in Older Adults

10:00 AM - 11:50 AM

Symposium: Psychologists and End of Life: Report from the APA Working Group on End of Life Issues and Care

12:00 PM - 12:50 AM

Symposium: Professoriate in Peril: Why on Earth Would Anyone Want to be an Academic in Geropsychology?

1:00 PM - 1:50 PM

APA Prize for Interdisciplinary Team Research: Research on Aging and Technology from CREATE

3:00 PM - 3:50 PM

Invited Address: NIA Program Officers

Friday, 8/4

8:00 AM – 9:50 AM

Symposium: Reap the Rewards - Increasing Family Caregiver Coping by Fostering the Benefits of Caregiving

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. Thomas Hess

4:00 PM - 4:50 PM

Business Meeting

5:00 PM - 5:50 PM

Division 20 Presidential Address: Dr. Manfred Diehl

6:00 PM - 7:50 PM

Awards Ceremony and Social Hour

APA 2017

Division 20 Event Schedule, continued

Saturday, 8/5

8:00 AM - 8:50 AM

Symposium: Emerging Issues and Research Findings for an Aging Workforce: The Role of Technology

12:00 PM - 12:50 PM

Poster Session: Adult Development and Aging - II

12:00 PM - 1:50 PM

Symposium: Psychology in a Diversifying Population: Age, Culture and the Interaction of Both

1:00 PM - 1:50 PM

Division 20 Fellows Address – Walter Boot and Jennifer Margrett

Sunday, 8/6

8:00 AM - 9:50 AM

Symposium: Advocating for Older Adults: Translating Effectively from Science to Policy

10:00 AM - 11:50 AM

Symposium: Geriatric Workforce Enhancement Programs Transform Education & Primary Care for Older Adults

Collaborative Programming

Thursday, 8/3

8:00AM – 9:50AM

A Developmental Perspective on Optimizing Outcomes for Individuals with Autism Spectrum Disorder
Co-sponsored with Divisions 7, 22, 33, 40

10:00AM - 11:50AM

Innovative Intervention Programs for Veterans with Neurological Conditions and their Families
Co-sponsored with Divisions 19, 22, 40, 43

Friday 8/4

8:00AM – 9:50AM

It's Never too Early to Learn about Healthy and Successful Aging

Co-sponsored with Divisions 8, 12, 15, 38, 40, 47

Saturday 8/5

10:00AM – 11:50AM

Integrated Health Care Across the Lifespan - Engagement Strategies that Work

Co-sponsored with Divisions 38, 43, 54

Other Potential Sessions of Interest – Other Divisions

Friday 8/4

10:00AM – 10:50AM

Paper session: Cross-Talk - Cognition, Aging and HIV: Considering an Emerging Clinical Cohort

Saturday 8/5

9:00AM – 10:50AM

Procuring Federal Funding for Your Research - An Interactive Mentoring Workshop

5:00PM – 6:15PM

2017 Committee on Aging (CONA) Conversation Hour: Days of Future Past

Sunday 8/6

8:00AM – 8:50AM

Symposium: Involving Families in the Assessment and Treatment of Individuals with Cognitive Impairment

11:00AM – 11:50AM

Invited Address: Lisa Barnes – Using Epidemiologic Studies to Address Racial Disparities and Diversity in Cognitive Aging Outcomes

Elections Committee Report

Submitted by Julie Hicks Patrick, Chair

Thank you to those members who were willing to serve the Division by running for elected seats on the Executive Committee. Thank you, too, to the more than 200 members who voted! APA has tallied and verified the following election results:

President Elect: Michael Marsiske, PhD, Associate Professor in the Department of Clinical and Health Psychology in the College of Public Health and Health Professions, University of Florida

Secretary: Joann M. Montepare, PhD, Director, RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies, and Professor of Psychology, Lasell College/Lasell Village

Members-at-Large:

Patrick L. Hill, PhD, Assistant Professor, Washington University in St. Louis

Jennifer Tehan Stanley, PhD, Assistant Professor, The University of Akron (Ohio)

Council Representative: Patricia Parmelee, PhD, Professor and Director of Alabama Research Institute on Aging

Upcoming APA Convention Dates and Locations

August 9-12, 2018
San Francisco, CA

August 8-11, 2019
Chicago, IL

August 6-9, 2020
Washington, DC

TEACHING TIPS

Assumptions, Expectations, and Exasperation: Students Can't Know What We Don't Tell Them

Submitted by Julie Blaskewicz Boron

As a faculty member, there are different times when we can become frustrated with various student behaviors. It may happen in classes, when working with advisees, and with both graduate and undergraduate students on our research teams. Many times, our frustration can stem from unstated assumptions held regarding expectations for student behaviors. Although we strive to avoid passing judgment on or making unfair assumptions about student conduct, even the best of us can become frustrated and angry about perceived slights. More often than not, the behavior (or lack of desired behavior) is not intentional, but simply a lack of knowledge. Although it can be easy to assume that students know appropriate behavior for interacting with others in and outside the classroom or lab and engaging in professional exchanges with professors, this is not necessarily the case. Taking an educational approach and erring on the side of reviewing already known information is helpful to both students and professors to reduce the experience of frustration. This approach will not only help instruct students on professional interactions, but it will also help prepare them for the real world and realize that their professors are simply treating them as adults.

There are a broad array of common sources of problematic behavior: how students address us, emails (e.g., addressing, content, casual/unprofessional style, lack of sign-off, delayed response), appropriate etiquette at appointments, classroom behaviors (e.g., cell phone use, texting, questions, discussions), late/incomplete assignments, papers, exams, etc. In the classroom, much of this can be addressed by adding detailed contingencies to the syllabus. After all, the syllabus is a contract between professor and student, and it serves both parties' interests as far as expected classroom behavior. Sulik and Keys (2014) published an article detailing the importance of the syllabus for various problematic behaviors. A somewhat common concern faculty members share is regarding the type of emails received from students. Many have resorted to discussing appropriate email etiquette or even including guidelines in their syllabi.

Various websites provide syllabus suggestions (examples are referenced below). Cell phone use, and in particular, text messaging, is another "pet peeve" of

many faculty members. Beyond sharing the evidence that text messaging decreases comprehension of material covered during class time (e.g., Gingerich & Lineweaver, 2014), using the syllabus to address expectations regarding cell phone use during class time makes the desired behavior clear. Indeed, including guidelines within course policies on a syllabus may fare well in terms of meeting student expectations for fairness (Bailey, Jenkins, & Barber, 2016) and reducing the potential for frustration throughout the semester for faculty members and students alike.

As most faculty probably realize, there is just as much opportunity for education outside the classroom as there is in the classroom. In regard to advising and mentoring graduate students, Dr. Claire Kamp Dush recently wrote an article for the *Chronicle* detailing her advice based upon her experience as a director of graduate studies. In addition to emphasizing how important it is to express expectations as the student's advisor and possible research mentor, she also provided very specific recommendations regarding how to independently problem solve, effectively use meeting time, find a mentor, respect deadlines, and the importance of mutual communication. Again, making sure that expectations are conveyed and understood by the student will not only decrease potential sources of frustration for the faculty member, but will also be beneficial to the student. Satisfaction with one's academic advisor has been found to be an important component of graduate students' overall educational experience (Hardré & Hakett, 2015).

In closing, although some behaviors that faculty members find frustrating or annoying seem like things students should already know to avoid, taking the time to clearly communicate expectations is an important part of our responsibility as educators and mentors. The benefits of taking more of a facilitative-coaching approach to student behaviors are many. By making our expectations clear and helping the students to meet them, we will be more positively received by the students and experience less stress as educators in a rapidly changing world.

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Teaching Tips, continued from page 7

References

Bailey, S.F., Jenkins, J.S., & Barber, L.K. (2016). Students' reactions to curse policy decisions: An empirical investigation. *Teaching of Psychology*, 43, 22-31. doi:10.1177/0098628315620065

Hardré, P.L., & Hakett, S.M. (2015). Understanding the graduate college experience: Perceptual differences by degree type, point-in-program, and disciplinary subgroups. *Learning Environments Research*, 18(3), 453-468. doi:10.1007/s10984-015-9194-1

Sulik, G., & Keys, J. (2014). "Many students really do not yet know how to behave!": The syllabus as a tool for socialization. *Teaching Sociology*, 42(2), 151-160. doi:10.1177/0092055X13513243

Article by Dr. Kamp Dush: https://chroniclevitae.com/news/1637-advice-on-being-advised?cid=pm&utm_source=pm&utm_medium=en&elqTrackId=f0ca766f0b1a4f60891dabc975ae46af&elq=22709f39ad534789ab8fdb46079f4e9e&elqaid=11766

&elqat=1&elqCampaignId=4693

Email tips:

<http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

<https://www.usm.edu/chemistry-biochemistry/e-mail-etiquette-adapted-academia>

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

<https://owl.english.purdue.edu/owl/resource/694/01/>

<https://students.tufts.edu/career-center/i-need/network/professional-email-etiquette>

Julie Blaskewicz Boron, PhD, is an Associate Professor of Gerontology and Doctoral Program Chair at the University of Nebraska, Omaha.

Nominations Sought for APA Committee on Aging

The Committee on Aging (CONA) is accepting nominations, including self-nominations, for two new members. CONA is the chief committee within the APA governance structure charged with addressing aging concerns. CONA seeks full members of APA with **specialization in aging issues** to serve a three-year term beginning January 2018 and ending December 2020.

CONA, a six-member Committee, places priority on maintaining representation within the Committee's membership that reflects the diversity of psychology and society, including (a) individuals with experience in research, clinical training and practice, policy and advocacy, and education; (b) early- and mid-career psychologists and those who are retired or employed less than full time; and (c) diversity with respect to ethnicity, culture, age, gender, ability, sexual orientation, and geographic location.

Mission

CONA's mission is to advance psychology as a science and profession and as a means of promoting health and human welfare by ensuring that older adults, especially the growing numbers of older women and members of minority groups, receive the attention of the Association. Its goals include:

- provide leadership for a scientific agenda on aging,
- advocate for policies that enhance availability and reimbursement of health and mental health services to older adults and their families,
- contribute to the formulation and support of public policies that promote optimal development of older adults, facilitate psychological practice with older persons, and expand scientific understanding of adult development and aging,

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STUDENT NEWS

Engagement with the Aging Community: Developing Relationships and Meaningful Application of Your Work

Submitted by Eric Cerino and Jennifer A. Bellingtier

As adult development and aging researchers, disseminating our work and establishing community connections with the aging population present opportunities for mutual benefit. Learning the latest scientific discoveries in aging sciences and their implications for health and well-being can promote a healthier and socially involved life for older adults. Researchers can gain insight from older adults' life experiences that can help shape and inform research questions and interpret findings. Further, delivering content that is approachable to audiences from any background (e.g., removing jargon) and efficiently presenting "big picture" takeaways are vital for effectively distributing our work and professional development (e.g., applying for grant funding). Here we discuss the value of engagement with the aging community and ways in which student researchers, emerging academics, and established professionals can work toward overcoming institutional silos and foster community integration in research, curricula, and service.

Host Conferences, Workshops, and Publicly Available Presentations

Inviting community members to campus for educational presentations can stimulate an exchange of valuable insights and establish a community presence in the work we do as researchers. Oregon State University (OSU)'s Annual [Gerontology Conference](http://osugero.org) (Corvallis, OR; osugero.org) invites leading geriatric professionals from multiple disciplines to present current information to a widespread audience of community members, health and human services specialists, and academics. In addition to presentations, vendor tables for local senior centers, care facilities, and other resources help community attendees stay well informed of what is available to them.

North Carolina State University hosted its first [Aging and the Environment](http://go.ncsu.edu/aging_environment) conference (Raleigh, NC; go.ncsu.edu/aging_environment) last year. Panel presentations featured the work of university researchers from multiple disciplines whose work

addresses issues of aging and the environment (e.g., psychology, sociology, design) and the work of community organizations who actively work to create environments that promote healthy aging (e.g., care villages, home renovators, and co-housing communities). The conference culminated with a networking reception where researchers, students, community partners, and older adults shared their knowledge, concerns, and insights with each other. For Jennifer, organizing the conference allowed her to learn more about applications for her research, and the diversity of perspectives in the aging community.

Hosting regular meetings/workshops and publicly available lectures can also help incorporate the aging community into our work and offer services to those who need it most. For example, OSU's [ElderCare Connections](http://childcare.oregonstate.edu/eldercare-connections) (childcare.oregonstate.edu/eldercare-connections), a monthly meeting for OSU students, faculty, and staff who have taken on the role of being a caregiver for their aging loved ones, offers resources and support during a 45-minute lunch break. The caregivers benefit from the sense of community, safe space to share experiences, and information presented. Graduate students and emerging professionals gain experience presenting material for caregivers and an appreciation for the value of disseminating evidence-based research to the community. Eric learned ways to apply his graduate work to the community after discussions with caregivers that stemmed from his presentations on aging and memory, and ways in which gerontechnologies can prevent caregiver burden.

NCSU is home to the [Osher Lifelong Learning Institute](http://mckimmoncenter.ncsu.edu/mckimmon/divisionUnits/olli/about.jsp) (OLLI; mckimmoncenter.ncsu.edu/mckimmon/divisionUnits/olli/about.jsp), one of a [network](http://osherfoundation.org/index.php?olli_list) of university-housed institutes (osherfoundation.org/index.php?olli_list) devoted to providing lectures, short-courses, and other educational opportunities to those

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fifty and older. Connecting with one of these institutes can provide the opportunity to present your work and dialogue with community members. You may find OLLI audiences provide unique insights on your research questions and may be interested in participating in your future studies.

Reach Out to Community Centers

In addition to hosting various events, we also suggest reaching out to local community centers, care facilities, and businesses/organizations to see if they are interested in having an informational session or research presentation. Senior centers frequently hold health fairs that can be an appropriate outlet for delivering evidence-based material to community members in a convenient and approachable manner. Another way to reach out to the community is to offer free presentations to senior center members or at a local library (e.g., ways to promote and maintain cognitive engagement). These presentations give researchers the opportunity to practice communicating the benefits of aging research to those outside of academia. The presentation topic and specific audience may differ based on particular research interests, but the mutual benefit from establishing these community ties can be universally shared.

Incorporate Service Learning Projects in Your Classes

Professors teaching adult development and aging courses can incorporate service learning projects that immerse students in the aging community and offer applied learning opportunities. There are myriad ways to customize service learning to course topics, class interests, and available resources/connections. Consider contacting nearby senior centers or care facilities to see if they would be interested in working with you and if students could visit. For many undergraduate students beginning to familiarize themselves with course content, engaging with older adults in senior centers or assisted living facilities could provide application of course content to real life experience (in addition to personal/family experiences). Service learning projects also foster intergenerational communication and support a more integrated

community. They may also encourage more students to continue studying aging.

Volunteering

Other ways to engage with the aging community may be found through volunteerism. For example, organizations like the Alzheimer's Association have fundraisers that utilize volunteer planning committees (e.g., [Walk to End Alzheimer's](http://alz.org/walk); alz.org/walk). These committees offer an excellent opportunity to unite the aging community, their families, health care professionals, and researchers under common goals. Volunteering for causes you believe in, or for what perhaps brought you into adult development and aging research, offers the valuable opportunity to instill passion and meaningful application to your work.

This list of ways to engage with the aging community is by no means comprehensive, but we hope it offers some useful examples to experiment with in your labs, programs, and institutions. We encourage you to take a moment this summer and consider how you can engage with the aging community near you.

Eric S. Cerino is a doctoral student in the Human Development and Family Studies program at Oregon State University. Eric works under Dr. Karen Hooker and Dr. Robert Stawski studying relationships between psychosocial factors and cognition in older adulthood. His current research interests focus on the ways in which affect and personality impact behavioral and subjective indicators of cognitive aging.

Jennifer A. Bellingtier graduated in May from the Lifespan Developmental Psychology doctoral program at North Carolina State University. She serves as the graduate student representative for the Division 20 executive board. This fall she will begin a postdoc at Friedrich Schiller University in Jena, Germany. Her research interests focus on individuals' perceptions of their own aging and how those perceptions influence daily well-being.

Division 20 Featured Student

Hardeep Obhi



As a third-year doctoral student majoring in Gerontology at Iowa State University, I find my APA Division 20 membership to be a valuable professional development tool. Earning an undergraduate degree in Psychology and gaining master's training in Research and Experimental Psychology helped build a foundation for my current research interests in assessing aspects of cognition and dementia, biopsychosocial determinants of health and well-being, and younger adults' interest in aging.

Being a Div20 member was essential to the development of my NIH pre-doctoral proposal submitted in early April. My proposal focused on biopsychosocial reserves of dementia using data from the Honolulu-Asia Aging Study, which longitudinally assessed Japanese-American men from Hawaii for approximately 50 years. Div20 enabled me to connect with prominent researchers in the field. These individuals have been gracious in sharing their time and expertise with me—demonstrating the great mentorship available within Adult Development and Aging. In addition, I utilized Div20 for this incredible learning experience by

incorporating training activities (e.g., workshops, seminars) that were shared via the listserv into my training plan.

Through the listserv, I also learned about the APA Office of Aging summer graduate internship opportunity under the supervision of Deborah DiGilio, which I started this month. During this internship, I will work on projects that align well with my research interests, including developing material related to younger adults' career interest in working with older adults and multicultural health and well-being of older adults. As an intern, I will also have the opportunity to interact with individuals beyond the university setting and explore potential careers, thus, augmenting my graduate training and professional development skills and network.

As a graduate student in interdisciplinary settings who is exploring career possibilities, I also appreciate career-related material shared on the listserv. Exploring job postings that are disseminated on the listserv allows me to gain insight on what employers are seeking in potential candidates. It behooves me to be aware of the requisite skills and knowledge as I develop my prowess while in graduate school. Overall, I believe that becoming a Div20 member was a great investment for my professional development and that it has already had a tremendous impact on my development as a professional who studies aging.

Editor's Note: In each issue, we aim to feature at least one current Division 20 student member. Please recommend any student members that you think we could feature, so others could enjoy learning how student members benefit from involvement with Division 20. Send your recommendation to me via email at caskie@lehigh.edu and be sure to include the student's contact info!

CONA Nominations, continued from page 8

- promote inclusion of knowledge about adult development and aging in all levels of education,
- develop and disseminate information concerning the scientific findings and practice issues about older adults,
- serve as a visible focus for the coordination of information among groups within APA that address aging issues and offer consultation to relevant APA boards, committees, divisions, state associations, and directorates, and
- ensure that older members of APA receive appropriate attention from the Association.

For an overview of CONA's activities and members since its inception, visit: <http://www.apa.org/pi/aging/cona/efforts-summary.pdf>

Prospective nominees

Selected candidates **are required** to attend two committee meetings each year (spring and fall). The Committee will meet for its 2018 spring meeting on March 23-25, 2018 in Washington, DC. The dates for future spring meetings and dates and format for fall meetings (e.g., face-to-face, Skype for business) are to be determined. Expenses for these meetings will be reimbursed by the APA. Members are also encouraged to attend the CONA meeting and Conversation Hour held during the APA Convention at their own expense.

CONA is a working committee with ongoing time sensitive and consuming projects that require members' attention. Members are expected to participate in frequent email discussions and monthly conference calls, work on Committee priorities between meetings, provide consultation to the Director of the APA Office on Aging, and participate in policy advocacy activities.

Nomination materials should include a current curriculum vitae, a letter from the nominee indicating their commitment to serve on CONA and highlighting specific competencies, interests, and potential contributions to the work of CONA. Three letters of support are required.

Nominations and supporting materials should be sent by August 31, 2017 to: Alexander Watt, Office on Aging Administrative Coordinator at: awatt@apa.org

\$1,000 grants for innovative research, education, and intervention efforts that advance psychological knowledge of the connection between behavior and health

The American Psychological Foundation (APF) is seeking proposals for its 2017 **Drs. Rosalee G. And Raymond A. Weiss Research and Program Innovation Grant**, which supports innovative research, education, and intervention efforts that advance psychological knowledge and application in

- Understanding the connection between behavior and health
- Reducing stigma and prejudice
- Understanding and preventing all forms of violence
- Addressing long-term psychological needs in the aftermath of disaster

See our website for more information <http://www.apa.org/apf/funding/weiss.aspx>

The deadline for applications is **September 15, 2017**.