

Adult Development & Aging News

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20
DIVISION

Adult
Development
and Aging

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President's Message

Sustaining Division 20

It is a unique privilege to serve Division 20 as President. For much of my professional career, I have viewed Division 20 as a professional "home" and have sought to serve the Division first on the Education Committee, then on the Membership Committee, then as Treasurer, and finally now as President. I know so many of you value your membership in the Division as highly as I do, and I hope as President that I can honor your commitment to this wonderful community of scholars, practitioners, students, and many others. I would like to particularly acknowledge Manfred Diehl and Harvey Sterns, my two immediate predecessors, for their excellent leadership of the Division these past several years.

For those of you who attended the 2017 American Psychological Association Convention in Washington, DC, you may have had the opportunity to hear a bit about some of my presidential initiatives. Although I outlined several specific initiatives, they all likely could be synthesized

into one major idea: the sustainability of Division 20. Given my past roles in the Division, I have seen firsthand that our membership has changed significantly over the past two decades (not only in number but also in the balance between scholars and practitioners as well as early career psychologists and more advanced professionals). The Executive Committee has made a number of valiant efforts to broaden membership and promote the benefits of the Division, but I also believe we are at a tipping point as a Division. We must not only build on past efforts but also take some calculated risks, some of which are summarized here.

I am excited to be working with Allison Bielak and Tina Savla, chairs of the Program Committee, to build partnerships with other Divisions to highlight one of my first presidential initiatives: the "aging of APA," or how we as a Division can help assist APA as a whole (which is facing many of the same



Joseph Gaugler
Division 20 President

membership challenges that we are) as well as individual psychologists who are adapting to their own adult development. We hope to address this with cross-division programming initiatives; some of our planned co-sponsored programming will also emphasize how key life events and psychological phenomena affect individuals across the life span (e.g., trauma). I am eager to share more details with you as these programming initiatives begin to take shape in the next month or so.

Another key initiative that I hope to facilitate during my presidency is a bridging of the gap between scholars and practitioners in Division

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

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June 1

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 Your Newsletter editor must use the address that APA provides.

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20. In this regard, Jennifer Margrett, the Continuing Education chair, and I have begun to plan several possible activities to do so. Specifically, we are hoping to develop a series of webinars that offer APA continuing education credits (and possibly continuing education credits for other disciplines) that outline emerging and best practices in the translation of adult development and aging research. We also hope to plan some pre-conference workshops at meetings where the Division can reap the financial benefit of doing so (e.g., the 2018 Gerontological Society of America annual conference). Division 20 is uniquely positioned to offer pre-conference content that is highly desired, such as cutting-edge research methods. Our hope is to have our first webinar organized for early 2018.

Gloria Luong has done a wonderful job in maintaining our membership levels, and I look forward to collaborating with her to identify some additional activities that we could initiate to reach out to potential members. Related to this: I have re-established the Early Career Task Force, which will be chaired by Courtney Polenick and Nicole DePasquale. I hope to have regular conversations with Dr. Polenick and Dr.

DePasquale to develop an action plan to fully demonstrate to early career psychologists that Division 20 is a worthwhile professional home where one can receive mentorship not only during one's early career, but well beyond. More importantly, I am hoping that the Early Career Task Force can help foster new ideas of how to effectively engage with early career psychologists with our Division.

Perhaps one of the most exciting ideas we have considered since the APA Convention has been the possibility of initiating a fundraising campaign to support student and early career psychologists, particularly via the awards we grant each year. Sue Whitbourne, Bill Haley, and I have begun having conversations with the American Psychological Foundation of how to plan for and strategically develop such a fund. We hope to share more details with the Division Executive Committee as well as Division 20 membership at large as we solicit the necessary approvals and have an appropriate plan in place, but I believe this is a

promising idea that could help to sustain Division 20.

I am thrilled to serve the Division as President this year. We have an ambitious set of activities planned, but I am confident that we can work together to ensure Division 20 remains a premier professional community for scholars, practitioners, students, and others who embrace adult development and aging. I look forward to communicating these exciting initiatives throughout the year on the Division list-serv, through a planned mid-year teleconference meeting with the Executive Committee this November, and of course through future newsletter articles.

Editor's note: This issue's feature article is written by Dr. Lisa Hollis-Sawyer, who, in 2017, received the American Psychological Association Division 35's Florence Denmark Award for Contributions to Women and Aging based upon her body of work associated with this focus.

Examining Women's Aging through a Feminist Advocacy Perspective

Lisa Hollis-Sawyer, Ph.D.

Between 2011 and 2050, the number of U.S. women aged 55 years and older will increase by more than 26 million (U.S. Census Bureau, National Population Projections, 2012). The United States and other industrialized nations, as well as many other countries across the world, are experiencing an unprecedented increase in the number of aging women, necessitating a deeper understanding of their unique social situations and needs based upon a lifetime of social inequities (e.g., "feminization of poverty," Pearce, 1978) and social pressures to balance many different social roles and responsibilities (i.e., "Superwoman phenomena," Elliott, 1980). This interest has been a driving force behind my own research, teaching, and applied activities for approximately 30 years, integrating my areas of interest and training within psychology, gerontology, and feminist studies. One recent culminating work from this integration of research interests is a book that I wrote with a colleague in 2016 entitled, *Women and Positive Aging: An International Perspective*.

One of the main topics that I have researched over the last three decades has been focused on examining the life-span role of women in an elder care context from a combined positive aging and feminist perspective. The application of feminist theory and the concept of women's role empowerment within a changing society are critical to understanding the evolving dynamics of this increasingly normative role for women across their lifespan. As women's roles have only accumulated in number for many decades within most societies across the world, it is vital to understand the associated empowerment issues that need to be addressed to both optimize their quality of life and quality of aging over time. Have workplace and/or public policies, community-based support programs, and societal attitudes toward aging women kept pace with the evolving needs of many generations of women? How has the meaning of "older woman" been reexamined (or not) considering societal attitudes regarding changing life expectancies and associated extended social engagement? These are just some of the questions which guide the aging-related research that I do with colleagues and students in an ongoing basis. It is essential to explore aging from many different

perspectives, some of which may not be traditionally applied to the later life experience. One of those areas is the application of feminist literature to examine women's aging.

"Doing feminism" (Heywood & Drake, 1997) can be expanded in concept to "doing aging feminism" to encourage advocacy and empowerment of all aging women across the world. Aging for women is both a universal experience and a global feminist issue, and feminist theory applies to many fields of study (Hermann & Stewart, 1994). More integration of different viewpoints is needed regarding women's development to their later life adjustment and adaptation experiences. Historically, feminists have focused on promoting the rights of women to equalize their social status in societies across the world (Cott, 1987; Friedan, 1963) but have not necessarily focused on later life. Feminist theory argues that women have been systematically marginalized in terms of their economic status, social resources, employment opportunities, and social power (Barber & Kuiper, 2010; Davis, 1983; Harley, 2007). These beliefs have propelled the feminist movement to advocate for equal social opportunities for women regardless of disability, race, ethnicity, cultural background, social economic status, education, and/or sexual orientation in many different contexts (e.g., the workplace). It may be argued, however, that one of the largest growing social issues associated with women is related to their later-life experiences. The aging of women needs to be more explicitly recognized as a transnational feminist issue deserving advocacy initiatives on a global basis (Grewal, 1998; Harley, 2007; Moghadam, 2005).

Traditionally, women have been expected to fulfill the roles of caregiver to multiple filial generations, workforce participant, and other social obligations without an equitable allocation of social support resources (e.g., concept of "women in the middle" by Brody in 1990). This societal inequity on many different levels (e.g., economic, social, and emotional quality of life factors) can meaningfully affect a woman's aging trajectory.

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2017 APA Division 20 Program Chair Report

Submitted by Kathie Judge & Alison Bielak

The APA Convention in Washington D.C. was very successful for Division 20. The conference included several exciting collaborative programming sessions that reflected a broad range of research findings and clinical issues including: innovative interventions for veterans with neurological disorders; integrated healthcare across the lifespan; health and successful aging; and optimizing outcomes for individuals with autism. Division 20 hosted 6 other symposia and over 50 posters were presented at the conference. These symposia and posters presented innovative and contemporary topics that included: emotional processing and regulation; assessment in older adulthood; caregiving; mental health needs of older adults; biological aspects of aging; positive aging; social support and social networks; training and intervention programs; end of life issues; and translating research findings to policy.

Dr. Manfred Diehl's presidential address, *Motivating Adults to Engage in Health-Promoting Behavior: How Far Have We Come and Where Are We Going?*, discussed motivating middle-aged and older adults in behavior change that leads to healthy physical and cognitive aging. Other programming highlights included Dr. Thomas Hess's Baltes Distinguished Research Achievement Award Address and the Fellows address given by Drs. Jennifer Margrett and Walter Boot. NIA Program Officers, Drs. Lisa Onken and Johnathan King, gave an informative session discussing the NIH Science of Behavior Change Roadmap Project. Also, the CREATE group was recognized for their impressive program of research and received the APA prize for Interdisciplinary Team Research: Research on Aging and Technology.

Finally, APA 2017 offered members the opportunity to network and socialize. A group dinner was organized for the first day of the convention at Sixth Engine. This was a joint event between Division 20 and Division 12-Section II and PLTC. Over 50 individuals participated and enjoyed a great evening. After the Presidential Address, Division 20 hosted a wine and cheese hour that included the Awards Ceremony. The Social Hour was graciously sponsored by the Benjamin Rose Institute on Aging (<http://www.benrose.org>); the Center for Research and Education on Aging and Technology Enhancement (CREATE, <http://www.create-center.org>); Columbine Health Systems Center for Healthy Aging at Colorado State University (<http://healthyaging.colostate.edu/>); 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 2017 was a great success and reflected innovative findings in the field of Adult Development and Aging. The program chairs look forward to working with Division 20 members to put together an even better program for APA 2018 in San Francisco, CA!

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

Division 20 Best Student Poster Award 2017

Submitted by Kathie Judge & Alison Bielak

We are pleased to announce the winner of the APA Division 20 Student Poster Award for APA 2017: Matthew McCurdy! His poster, *Generation Constraints Influence the Generation Effect for Younger but Not Older Adults*, examined the impact of the generation effect on memory performance between younger and older adults. Matthew began his doctoral studies in 2014 in Cognitive Psychology at the University of Illinois at Chicago. He received his B.S. in Psychology from Indiana University (2012); his M.S. in Research Psychology from the University of Tennessee at Chattanooga (2014); and his M.A. in Cognitive Psychology from the University of Illinois at Chicago (2016). Matthew is a member of the Functional Aging Brain Lab under the supervision of Dr. Eric Leshikar. His program of research examines the generation effect and the role of fewer or more experimental constraints that either facilitate or negate memory performance in younger and older adults. Matthew's work was recently published in *Journal of Memory and Language* and sheds new light on the generation effect and memory performance. Matthew has received several awards for his research including: the Christopher Keys Early Outstanding Research Achievement; MPA Graduate Student Paper Award; Sallie P. Asche Conference Travel Award; UIC Provost's Award for Graduate Research; and the Psychonomics Society International Graduate Accommodation Award. Matthew is a member of APA D20; MPA; and the Psychonomics Society. After completing his doctoral studies, Matthew plans on pursuing a post-doctoral fellowship to gain skills in imaging techniques and then pursue a tenure-track career in academia.

FEATURED STUDENT

Matthew McCurdy



My research training began in a Master's program at the University of Tennessee at Chattanooga, where I developed an interest in aging. After receiving an MS in research psychology, I was accepted into the Cognitive Psychology PhD program at the University of Illinois at Chicago, working with Dr. Eric Leshikar in the Functional Aging Brain laboratory. As a PhD student, my research focuses on devising ways to promote memory throughout the lifespan, which is important given the memory declines often experienced with increasing age.

My involvement in Division 20 has played an important role in my development as a researcher in the aging field. I recently attended the APA Annual Convention as a Division 20 member and presented some of my research focused on exploring the generation effect as an effective strategy to enhance memory in older adults. This study was a follow-up to an earlier project that showed promising results in younger adults for which I received the Graduate Student Best Paper Award in the cognitive division at the 2017 Midwestern Psychological Association Annual

Meeting. The experience of presenting at the APA convention as a Division 20 member allowed me share and discuss my work with others, but also allowed me to meet other professionals in the aging field. I have found that meeting and learning from some of the most respected professionals in the field has been an important part of my professional development.

My involvement in Division 20 has also given me the opportunity to learn about and apply for awards and grants to support my research. I have found being a part of the Division 20 listserv is a great way to learn about various funding and presentation opportunities to promote my research and to gain skills in effectively communicating the importance and impact of my work to the science community.

In my time as a Division 20 member, I have already experienced many of the benefits this organization has to offer, and my involvement has already had a significant impact on my professional development. In the future, I aim to extend some of my behavioral research to other methods, including imaging and stimulation techniques to further explore ways to improve memory in older adults. I look forward to the future opportunities as a Division 20 member that will benefit me in my research training, as well as my future as an aging researcher.

Council of Representatives Report

Submitted by Patricia Parmelee & Susan K. Whitbourne

Facing Council at the August meeting were a number of executive actions as well as the approval of several guidelines and reports. A considerable amount of time was spent in small-group breakout sessions intended to provide a preliminary hearing on what APA might do regarding masters level training programs. Additionally, questions were raised late in the second meeting of Council stemming from the work of the diversity task force.

In executive session, Attorney Deanne Ottaviano gave an update on actions against APA regarding independent review. Further action was expected to depend on court rulings issued later in August. In other business, Ms. Ottaviano also counseled Council on the limits of appropriate discussion of the issue of master's level training in psychology, in terms of compliance with antitrust guidelines.

There was a report from the "civility" workgroup that was formed on the basis of prior interactions on the floor of Council as well as on the listserv. Council voted to adopt proposals of the work group that included appointing "civility" representative to the listserv and that Council Leadership Team and Board designate civility ambassadors for Board and Council listservs. These ambassadors will send annual reminders about civility rules and provide constructive feedback to those who cross the line. The vote in favor of these motions passed by a large majority.

In-depth small-group and all-COR discussion addressed policy issues, guild issues, and financial implications of master's level training in psychology. The primary impetus for this appears to be efforts on the part of CACREP (Counsel on Accreditation of Counseling and Related Educational Programs) to position itself as the key accrediting organization and to structure master's level training programs to require instruction solely by graduates of CACREP-accredited programs. There was general agreement that it is time that APA take a formal stance on master's level training, including implications for licensure. Recommendation that APA staff and governance take measures to identify and explore options for dealing with this issue passed resoundingly.

A series of motions regarded changes to bylaws, largely to move decision-making authority from membership (a notorious minority of whom actually vote on such ballots) to Council. Items regarding decisions about divisional dues assessment (basically, the \$2 reduction

for division membership) and dues exemption for lifetime membership status passed. This makes no immediate changes; rather, membership will next vote on whether to accept these changes in bylaws.

Division 20 has a vested interest in the dues exemption for lifetime members. This is an issue we should monitor closely should the proposed change to bylaws be passed by membership vote.

An item requiring divisions to consult with APA Central Office (starting with Division Services and moving through the organization at their discretion) before publishing policy and position statements was passed.

A presentation on transparency of APA governance reviewed issues of publicizing votes, ready availability of minutes and financial information, and communication with constituents and the general public.

There was a brief but heated debate stimulated by the report of the Council Diversity Work Group, which had recommended policy and procedure shifts, changes in participation and representation, and diversity training and cultural shifts within Council and APA. The goal of these activities is to make greater strides in promoting the greater inclusion of diversity issues and the promotion of psychological health for racial and ethnic minority communities within the business of the Council. The report will require greater review and analysis by the Board and CLT, as implementation measures are considered.

Council also adopted as APA policy the following guidelines: Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality; Guidelines for Education and Training in Consulting Psychology/Organizational Consulting Psychology; and the Guidelines for Education and Training in Industrial/Organizational Psychology. Council adopted as APA policy the following resolutions: Resolution Affirming Support for Research and Teaching with Nonhuman Animals; Resolution on Palliative Care and End of Life Issues; and the Resolution on Assisted Dying. Notably, the renewal of Geropsychology as a Specialty in Psychology was also unanimously approved.

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Photos from APA 2017
(Photo Credits: John Cavanaugh)

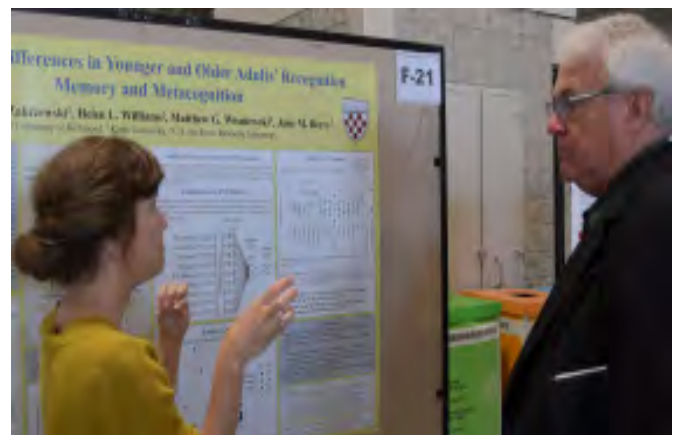


Olivier Barthelemy accepting the McMillen Memorial Award for Parkinson's Disease Research from Jane Berry, Awards Co-Chair



**Carol Ryff,
recipient of the
2017 Division 20
Baltes Award**

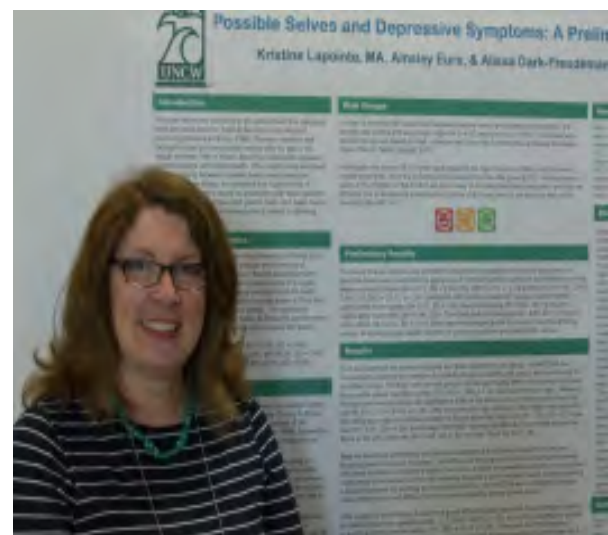
**Victor Molinari,
recipient of the
2017 Santos
Award**



**Alexandra Zakrzewski discussing her poster with
Chris Hertzog**



**George Rebok,
recipient of the
2017 Division 20
Mentorship
Award**



Alissa Dark-Freudeman presenting a poster

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Globally, women's cumulative life experiences of disproportionate economic resources, health care supports, housing access, and associated quality of life factors detrimentally women's their personal autonomy and personal agency (Mackenzie & Stoljar, 2000; Narayan, 1997) which, in turn, influences the quality of their aging outcomes. Feminist theory and aging issues for women should be more inextricably linked a conceptual and applied basis, starting with tangible advocacy efforts within communities to better address the needs of older women on physical, cognitive, social, emotional, psychological, and "other" adjustment related bases within a cultural and life-span related context (Robinson, 1999).

As with any aging issue, women's aging trajectories should not be regarded as a "one size fits all" experience but rather acknowledged as a complex integration of culture, education and familial history spiritual background and other unique individual difference factors contributing to resultant attitudes and behaviors. It is an ethical imperative as educator, researchers, and community outreach providers to create greater access to and more positive educational and community-based opportunities for both aging women of color and women from diverse backgrounds to truly reach their later-life potential. An appreciation of women's unique aging experiences needs to be better acknowledged in both research and practice for the support of their quality of life needs.

On a personal basis, I actively seek out opportunities to mentor women students of all ages (i.e., "womentoring" concept, Hetherington & Barcelo, 1985). On a regular basis, I strive to "model" positive aging behaviors for my women at both the undergraduate and graduate level in school and in the community. One area of research that I feel particularly passionate about is how to improve the educational experiences of women across their lifespans. Education and its associated training opportunities can "open doors" for aging women that might otherwise be closed due to inequities in life circumstances.

One area of my continuing research relates to eradicating educational barriers to women's learning experiences over a lifespan. Women's possible anxiety related to math test performance (e.g., "stereotype threat" reactions) and "chilly classroom" factors have

been a focus of my ongoing research with older women learners for two decades (e.g., Hollis-Sawyer & Sawyer, 2014). Beyond the formal educational setting, I am focused on educating the community about women's quality of aging concerns. For example, my research and advocacy efforts have culminated in creating a training workshop on intimate partner violence for practitioners working with aging women in the communities. In general, I believe that it is an ethical imperative as researchers and educators in the aging field to better support the lives of aging women as they cope with economic insufficiencies (e.g., continuing wage-gap realities in many professions and the associated "feminization of poverty" concept), multiple caregiving and eldercare demands (e.g., "women in the middle" concept), and societal stereotypes reflecting negative imagery of women's aging (e.g., "anti-aging" media messages).

My professional activities have been guided by the belief that an on-going understanding of diverse women's aging experiences is critical to create effective community-based and educational interventions for positive social change in their lives. My ongoing research agenda, and associated community education outreach efforts, hopefully are making a meaningful difference in diverse aging women's lives.

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Fellows Committee Report

Submitted by Alan Stevens, Chair

Congratulations to Dr. Shevaun Neupert, new Division 20 Fellow!

As the Fellows Chair, I am pleased to announce that Dr. Shevaun Neupert has been recognized with Fellow status in Div. 20. Fellowship – the highest honor bestowed within the APA Div. 20 – is an acknowledgement of distinguished and scholarly contribution to the field of adult development and aging. This recognition is based on her scientific and professional accomplishments and volunteer leadership and service within the field of psychology.

Dr. Neupert, an Associate Professor at North Carolina State University, has made outstanding contributions to the field of psychology in the forms of adding original empirical evidence to the literature, teaching and mentoring students in the field, and providing service to local and national organizations that advance the field of psychology for both professional and lay audiences.

Here is what Dr. Neupert has to say about her newly achieved fellow status “I am thrilled with this honor and am grateful to the many mentors, collaborators, research participants, and students who make this work fulfilling and enjoyable”. A list of those who currently hold Fellow status in Division 20 can be found at <http://www.apadivisions.org/division-20/membership/fellows/index.aspx>.

Interested in becoming a Fellow of Division 20?

Application for fellow status is open to any APA member who meets the criteria of both APA and Div. 20. The requirements and access to the online application for Initial Fellow status are available on the [APA Fellows website](http://www.apa.org/membership/fellows/index.aspx) (<http://www.apa.org/membership/fellows/index.aspx>). Division 20 criteria for fellowship status can be found [here](http://www.apa.org/membership/fellows/division-20.pdf?_ga=2.206498769.316010729.1500906882-1029026470.1500906882) (http://www.apa.org/membership/fellows/division-20.pdf?_ga=2.206498769.316010729.1500906882-1029026470.1500906882). Advice for applicants and endorsers on submitting a successful application is also available on the APA Fellows website.

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 a Fellow in another APA Division, and you are a member of Division 20, you can request consideration for Fellow status in Division 20.

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). Such contributions must go well beyond those typically necessary for tenure or promotion recommendations for individuals in academic positions. 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 forms to their recommenders (unless someone else is handling the entire nomination process). The last day to submit all of the materials for Initial Fellow applications is **December 1**.

The application process for individuals who are already Fellows of an APA Division requires only a current CV and brief cover letter sent directly to Alan Stevens. 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 were received from Dr. Bingham and Dr. Hollan and are reprinted below; Dr. DiGiuseppe, Dr. Finnerty, and Dr. Kitaeff are also running for the office.

Rosie P. Bingham, 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.

Although I am not a member or fellow of Division 20, I have an abiding interest in aging issues as part of my commitment to inclusion. For my whole career, I have been interested in multicultural and diversity issues and that includes working to address discrimination and prejudice and the harm it does to the psychological well-being of members of that group. Also, I have been interested in and supportive of Division 20 since I met Division 20 Council Representatives while I served on Council for nine years from early 2000 through 2009.

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 have studied adult development and used the theories throughout my career and life. My scholarly research is focused on vocational psychology. Counseling Psychology partly grew out the career guidance movement and became even more heavily focused on vocational psychology at the conclusion of World War II when soldiers returned home from the war. The vocational theories focused on development across the life span. The emphasis on development across the life span became a core part of counseling psychology so my professional training has included adult development and aging. I have numerous articles and presentations that include adult development and aging as part of the vocational development of individuals.

Further, I was instrumental in establishing the office of Adult Student Services at the University of Memphis. That Office reported directly to me during the thirteen years I held position of Vice President for Student affairs. I was able to use theories of adult development and aging to strengthen the services and programs we offered to the students. I was one of the leading advocates for the needs of adult students. We expanded that office by adding the Veterans Resource Center because it became clear that this subpopulation of adults needed services that were more specialized than our "traditional" adult students.

My interest in adult development and aging is also a part of my lived experience. In my personal life, I have lived the experience of taking care of aging parents and interacting with the systems that control their lives. I have had to be an advocate and have even pushed some of those organizations to use what we know from psychological science to change their mode of care for the individuals they serve. I have used the APA Guidelines for Psychological Practice with Older Adults in my ethics workshops. And finally, I personally deal with aging as I experience physical changes and discrimination related to my age.

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

I am a founding member of the Women's Foundation for a Greater Memphis. We focus primarily on issues of women's economic sufficiency. That work has taken me into looking at the needs of women of all ages. We focus on work, housing, health and advocacy. I also serve on the board of the Baptist Women's Hospital. Our work includes focusing on the needs of women at various ages. As you know many patients in hospitals are older adults. Serving on the board gives me a chance to bring my understanding of adult development and aging to the board and to make sure that older adults receive appropriate care while receiving services from the hospital.

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Presidential Candidate Statements, continued from p. 10

Dr. Bingham, 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?

Perhaps one of the clearest examples of how adult development and aging are a part of my agenda are my first two main agendas: Strengthening a Culture of Science throughout APA and in psychology. Psychological science and research undergirds what we know about adult development and aging. Making sure that we get the scientific knowledge about adult development and aging disseminated to organizations and individuals is a critical component of strengthening the culture of science in psychology and society. I would turn to Division 20 for help and support as we strengthen the culture of science within APA especially as it relates to aging, in psychology and in society.

The second initiative focuses on deep poverty. As you know poverty is intergenerational. By one estimate by the National Council on Aging, 25 million Americans who are age 60 and above are economically insecure. And some of these older adults are the only source of support for their grandchildren. We must use our science, research, education, and practice to help us understand deep poverty and how to break the intergenerational cycle. Because deep poverty affects many older adults, Division 20: Adult Development and Aging, has much to offer this initiative.

And finally, I hope that Division 20 will help me as I work to make ECPs who are older adults find a home in APA. Many of them are a part of the group that feels invisible and unwelcome in APA. I have already invited some of these individuals to join my team and help us focus on these needed changes.

I invite you to visit my webpage at www.rosiebinghamforapapresident.com to learn more about me and join me as we Dream Big and Do More. Please remember to vote when you receive your email election ballot on September 15th.

Steven D. Hollon, 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 or fellow of Division 20 nor have I 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.

My primary interest is in the nature and treatment of depression. We do not exclude older adults from our trials so long as they are cognitive intact and have never found that age predicts or moderates differential response. That being said my wife is a developmental psychopathologist and I have some familiarity with the notion of development across the life span.

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

I am a past president of the Association for Behavioral and Cognitive Therapy (ABCT) and the Society for a Science of Clinical Psychology (SSCP). Neither specifically addresses issues of adult development and aging.

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Presidential Candidate Statements, continued from p. 11

Dr. Hollon, 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?

There is nothing in my platform or agenda that is specific to adult development and aging. That being said my primary interest is in the overreliance on medication treatment in the US. There is no non-psychotic disorder that is not better treated with psychotherapy than with medications and yet we are losing market share to pharmacotherapy. People with non-psychotic disorders make up the vast majority of people seeking mental health services and psychosocial interventions are at least as efficacious as medications in the treatment of those disorders and often longer lasting. We are almost twice as likely to medicate such disorders in the US as they are in other technologically advanced societies around the world. The UK has recently invested £700 million pounds to train therapists to provide the empirically supported psychotherapies. The difference is that in the UK the National Institute for Health and Clinical Evaluation (NICE) generates clinical practice guidelines that privilege psychotherapy over medications (given its enduring effect psychotherapy tends to be cost-effective over time). APA has just produced its first clinical practice guideline on the treatment of PTSD with guidelines on depression and childhood obesity soon to follow. If elected president I would make common cause with other major professional organizations like psychiatry to jointly produce clinical practice guidelines that inform the public about the most efficacious and least costly interventions. Psychosocial interventions will fare better than medications for the non-psychotic disorders. Clinical practice guidelines are expensive to produce but over three quarters of the cost come from conducting the systematic review and the Agency for Health Research Quality (AHRQ) will pay for those reviews if requested by multiple professional organizations. Left to its own devices, the psychiatric APA will continue to produce guidelines that overvalue medications. If we do guidelines jointly with them they will be forced to deal with the empirical data in an open and honest fashion. Older adults are especially likely to be overmedicated. Pushing for psychology and psychiatry to work together to produce clinical practice guidelines will not only help the public at large but also be of special relevance to older adults.

TEACHING TIPS

Overcoming the Fear of Statistics: Integrating Statistics Within a Research Methods Course

By Nicholas Turiano, Ph.D.

Incoming freshmen are excited about many things they will get to experience for their first time during their transition to college—newfound independence from their parents, meeting new friends, exciting new classes, and a long list of other life changing experiences.

Unfortunately, taking a statistics course is not high on that list. Instead, taking a statistics course is accompanied by feelings of anxiety, dread, and even panic. Likewise, faculty members experience almost the exact emotions when they are told they have been chosen to teach these large-lecture statistics courses.

This cycle of negativity needs to be broken so undergraduate students can successfully gain skills in statistics. A way to lessen the fear of statistics and to ensure the successful transfer of statistics knowledge

to the real-world is to teach an integrated two-semester course that combines both statistics and research methods.

The common instructional model in the social sciences is for students to take an introductory statistics course and then a separate research methods course. Several problems exist with this model. First, students often struggle in these large lectures early in their college career, so a substantial number of students do not pass the statistics course and need to repeat it. Because a basic statistics course is often a prerequisite for a research methods course and many other upper level courses, failure to complete the course can delay

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Teaching Tips Column, continued from page 12

student progress. Second, the statistics course is usually taken outside of social sciences within a Statistics or Math department. This is a problem because these courses are taught for students across the entire university and the content is sometimes at a level that is not useful for someone in the social sciences.

Any statistics training is beneficial, but when material is not taught in a manner that is directly applicable to the field students are studying, there is no real motivation to learn or retain such information. For example, why do students need to know how to analyze and interpret a *t*-test if they are studying to be a clinical psychologist? There are plenty of reasons why a clinical psychologist would need to know this information, but statisticians are not well versed in applied scenarios. The application of statistical methods is what we want for our students, but that is seldom achieved when statistics are taught without the context of the student's own discipline. Within the current model, even if students are able to pass the statistics class and move on to an upper level course, that does not necessarily mean they have learned the skills needed for those classes. Many faculty spend time re-teaching the statistics students should know by the time they enter a research methods course. It is a satisfying feeling when the light bulb goes off in students as they exclaim that they "finally get it" but it takes time away from learning other material. After a few semesters of the same happening in my own research methods course, our department decided it was time to start teaching statistics in-house by creating a two-semester integrated statistics and research methods course.

The idea of such a course came from recent research from Barron and Apple (2014). The authors provided empirical evidence that an integrated course (compared to non-integrated) not only improved learning in the course, but also improved scores on the statistics section of the Psychology Area Concentration Achievement Test (PACAT). Utilizing suggestions from the article, we designed a two-semester sequence where students have a large lecture to learn principles of research design and different types of statistical procedures. Lecture is followed by a weekly lab broken into smaller sections so graduate student assistants can directly apply what students learned from lecture to real-world studies. In the first semester, students learn

how to measure psychological variables, how to design descriptive and correlational studies, and how to use SPSS statistical software to assess central tendency, variability, and compute correlation coefficients. In the second semester, students build on these skills and learn about reliability and validity and how to conduct quasi-experimental, experimental, and single-subject research designs. Students then learn how to use SPSS to compute *t*-tests, ANOVA, interactions, and a primer in linear regression. Within both courses, the students conduct their own group research projects, write a full APA style research paper, and present their findings to the class.

Two key aspects of a successful integrated course are to have hands-on applied experience in smaller lab sections and to have graduate teaching assistants who can walk students through aspects of research design and statistical analyses. For example, it is helpful to have live demonstrations of experiments in which the students are the participants. They are directly exposed to random assignment and experimental manipulations, data are collected and input live into an SPSS shell, and a *t*-test is conducted and interpreted all in real-time. This direct application of the design and resulting statistical method in the lab setting is what students need to truly understand how to conduct quality research and statistical procedures. Students feel confident in their abilities if instructors can describe the important estimates from SPSS output and how it should be interpreted in regard to the research question.

Overall, there are many benefits of offering a two-semester sequence that integrates research methods and statistics. Not only does it aid students in the acquisition and retention of skills, but it creates a natural building of skills over time so students are not thrust into an environment where they are required to cram as much statistics in their minds only to wait a semester to figure out how that applies to psychology. It also promotes effective writing as many students first learn empirical APA style writing in their research methods course. A two-semester course gives students a double-dose of writing feedback that is welcomed by faculty teaching upper level courses. Not all institutions will have the opportunity to offer statistics in-house, but instructors can at least attempt to better integrate

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STUDENT NEWS

Making the Most of Your Division 20 Membership

Submitted by Deanna Dragan and Victoria Marin

In the coming year as student representatives, we hope to increase the visibility of the division by exploring new strategies for communication and networking with fellow students. By increasing the visibility of the division, we hope to promote greater involvement of graduate students in Division 20. By facilitating opportunities for their voices to be heard, we intend to bridge the gap of communication between our fellow grad students and the executive committee. We're excited to disseminate updates regarding burgeoning areas of study and training in the field of adult development and aging in the Student News column of the Division 20 Newsletter. In an effort to encourage and prepare graduate students to serve as future representatives for Division 20, we aim to develop a mentoring model that will address barriers to student participation. We are grateful to have this opportunity to serve as your student representatives and look forward to making progress towards these goals over the next year.

Deanna Dragan is a third year graduate student pursuing her PhD in the Clinical Geropsychology program at The University of Alabama working under the mentorship of Dr. Martha Crowther and Dr. Rebecca Allen. Her current research interests include how adults across the lifespan utilize religion and spirituality, interventions to support family caregivers, community-based participatory research, and palliative care.

Victoria Marino is a second year graduate student at the School of Aging Studies at the University of South Florida. She is pursuing her PhD in Aging Studies and working under the mentorship of Dr. William E. Haley. Her research interests include the stress process, family caregiver well-being and resilience, post-traumatic growth, and the positive aspects of caregiving.

Tips for Making the Most Out of Your Division 20 Membership

- Sign up for the **Division 20 Listserv** for updates on post-doc positions, employment opportunities, and other news in Division 20 and the field of adult development and aging
- **Join APAGS** for connections to resources and opportunities to maximize your graduate training
- Reference the **Division 20 website** for information, tips, and resources for teaching adult development and aging <http://www.apadivisions.org/division-20/education/index.aspx>
- Investigate and compare graduate programs in the study of adult development and aging through **Division 20's Graduate Studies Directory** <http://www.apadivisions.org/division-20/publications/graduate-studies/index.aspx>
- Network at Conferences
 - o Attend the **American Psychological Association (APA) Convention** in San Francisco, August 9-12, 2018. All types of submissions are welcome; proposals are due Thursday, December 1, 2017.
 - o Attend the **Gerontological Society of America (GSA) Annual Scientific Meeting** in Boston, November 14-18, 2018. Submissions of abstracts are due Thursday, March 15, 2018.

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 via email at caskie@lehigh.edu, and be sure to include the student's contact info!

See info about this month's featured student, Matthew McCurdy, recipient of the Division's best student poster award, on page 5 of this newsletter!

Report from the Division 20 Mentoring Subcommittee

Submitted by David Chiriboga and Yaritza Carmona

As many readers know, the Division 20 family tree has been up and running for about a year now. We began by working with a 1992 document entitled *The Academic Lineage of Division 20: An Intergenerational History*. This work, presented at the centennial meeting of the APA, was authored by Elizabeth A. L. Stine, Jennifer Ruh, and Jennifer Hindman. The presentation was based on a survey that asked Division 20 members to list those who were influential in their career development. For each mentor, the authors traced who the listed mentor's mentor was, etc., going back as far as possible.

This effortful endeavor resulted in an intriguing document that traces Division 20 members' heritage back to some eminent figures in the annals of psychology. People like Wilhelm Wundt, E. B. Titchner, William James, and James Birren. Your mentoring subcommittee, however, has identified one problem with the compatibility with the current software program. That program asks for information that doesn't necessarily relate one-to-one with the information presented in the 1992 document. Specifically, instead of just asking who was influential [who could be someone whose book you read, etc.], the current program asks for:

1. Who were your academic "parents" [mentors, plus university at which mentoring took place, dates, and whether you were a graduate student at the time, research assistant, etc.]
2. Who are your academic "children" [mentees, university at which mentoring took place, years, your role]
3. Who are your collaborators [names, where they are or where located at the time, dates]

The program also allows you to enter your work history, areas of interest, even grants if you wish.

In reviewing 1992 information and current information that has more recently been provided by Division 20 members, we realize that at times the information does not match or is incomplete. Hence, we are urging everyone to check if information about you has already been added. The procedure for checking your name is relatively simple: go to www.academictree.org. You can enter your name in the search panel, on the right side under the site logo, as a means of determining whether you exist on the tree. If you do not, or if there is an error, or missing information, there are two ways in which the information could be added.

First, register (create an account), and enter your information yourself.

Second, send the information noted above to the subcommittee (actually, to Dave Chiriboga, at dchiriboga@usf.edu). Yaritza and Dave can then enter the information themselves. This might actually be the most efficient way of getting the data entered. If you do this, might also note if there are any errors, if you are already listed, AND, add any information you might have on mentors of mentors, as far back as possible.

As an update, currently there are over 500 members of the overall host, Neurotree, who list gerontology as an interest area, and about 20 new members of the Division 20 section have been added in the last six months. And, to give you an idea of how an entry might look, please take a look at the chart below. Note in this case that the mentors and universities for Drs. Kleemeier and Botwinick are currently not entered. Again, provision of that kind of information, on our "grandparents," would be much appreciated!!

Council report, continued from p. 6

In the coming months, ballots will be sent to Council members for the upcoming Board and Committee elections. If you are on one of these ballots, please consider reaching out to us for help in completing the various Caucus endorsement forms in which candidates can express their positions and request Caucus endorsements. If you have any other thoughts on issues raised on Council or in APA more generally, we encourage you to get in touch with us.

Feature Article, continued from p. 8

- Harley, S. (Ed.) (2007). *Women's labor in the global economy: Speaking in multiple voices*. New Brunswick, NJ: Rutgers University Press.
- Herrman, A. C., & Stewart, A. J. (Eds.) (1994). *Theorizing feminism: Parallel trends in the humanities and social sciences*. Boulder, CO: Westview Press.
- Hetherington, C., & Barcelo, R. (1985). Womentoring: A cross-cultural perspective. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 49(1), 12-15.
- Heywood, L., & Drake, J. (Eds.) (1997). *Third wave agenda: Being feminist, doing feminism*. Minneapolis, MI: University of Minnesota Press.
- Hollis-Sawyer, L. A., & Dykema-Engblade, A. (2016). *Women and positive aging: An international perspective*. New York: Academic Press.
- Hollis-Sawyer, L. A., & Sawyer, T. P. (2014). "By the numbers:" Language-based and competency enhancing math instruction to alleviate older women's math stereotype threat reactions. *International Journal of Education*, 6(3), 157-174.
- Mackenzie, C., & Stoljar, N. (Eds.) (2000). *Relational autonomy: Feminist perspectives on autonomy, agency and the social self*. New York, NY: Oxford University Press.
- Moghadam, V. M. (2005). *Globalizing women: Transnational feminist networks*. Baltimore, MD: Johns Hopkins Press.
- Narayan, U. (1997). *Dislocating cultures: Identities, traditions, and third world feminism*. New York, NY: Routledge.
- Pearce, D. (1978). The feminization of poverty: Women, work, and welfare. *The Urban & Social Change Review*, 11(1&2), 28-36.
- Robinson, F. (1999). *Globalizing care: Ethics, feminist theory, and international affairs*. Boulder, CO: Westview Press.
- U.S. Census Bureau, National Population Projections (2012). <http://www.census.gov/population/projections/data/national/2012.html>

Lisa Hollis-Sawyer, Ph.D., is an Associate Professor of Psychology, Women and Gender Studies faculty, and Gerontology Program Coordinator at Northeastern Illinois University in Chicago, IL. In 2017, she received APA Division 35's Florence Denmark Award for Contributions to Women and Aging.

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statistics into their research methods courses because that is what is needed to lessen the fear of statistics.

Example Syllabi:

- First semester: Descriptive and Correlational Research (<https://drive.google.com/open?id=0B-bOGweGhdy3WHZjZGIHNUdreEk>)
- Second semester: Experimental and Quasi-Experimental Designs (<https://drive.google.com/open?id=0B-bOGweGhdy3ZzJKTUtSdGRqWFU>)

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Barron, K. E., & Apple, K. J. (2014). Debating curricular strategies for teaching statistics and research methods: What does the current evidence suggest? *Teaching of Psychology*, 41, 187-194.

Nicholas A. Turiano, PhD, is an assistant professor of Lifespan Developmental Psychology at West Virginia University. His research interests include the study of the mechanisms connecting personality to health and longevity.

Membership Committee Report

Submitted by Gloria Luong, Chair

The APA convention in Washington DC this past August served as a reminder of why Division 20 membership is so invaluable: it provides opportunities to celebrate successes with award-winning colleagues, forge new connections, and learn about exciting new research and clinical practices. The Division 20 Executive Committee has voted to increase membership fees by a very modest amount to facilitate important division initiatives, such as supporting our awardees, convention programming, and workshops and social events. Annual dues are now \$25 for members and \$15 for student affiliates. New student affiliates still get their first year of Division 20 membership free.

We are hosting a membership drive through December 31, 2017 for new members joining Division 20 for the 2018 calendar year. For each new member you refer to Division 20, you will be entered into a drawing for a \$25 Amazon gift card. New members will also be entered into the drawing. Each new member will receive a welcome email after joining which includes instructions on emailing me (Gloria.Luong@colostate.edu) with the name of the person who referred them to join Division 20, which will serve as entries into the drawing for both parties. Joining or renewing membership in our division is easy; just visit the following website: <http://www.apadivisions.org/division-20/membership/index.aspx>. So get out there and start recruiting new members (students, postdocs, colleagues) for your chance to win!

Please join me in welcoming our newest Division 20 colleagues!

Jose Alves
Asenath Arauza*
Brian Ayotte
Patricia Bamonti
Cady Block
Kristin Boyer*
Jessica Carter
Elizabeth Choi*
Brittany Collins
Theodore Cosco
Gerard Duncan*
Lucas Hamilton*
Joseph Hennessee

Michael Jennings
Michelle Jolson*
Seung Kim
Yijung Kim*
Melissa Krook*
Ryan Leach
Yanqin Liu*
Judith Lomax*
Loretta Markus
Victoria Marino
Benjamin Mast
Elise Pepin
Scott Piper

Karen Price*
Kristen Raicu*
Tarah Raldiris*
Joshua Rutt
Ursula Saelzler*
Nadine Schwab*
Kevin Trewartha
Caitlin Tyrrell*
Janet Wunderlich*

*Denotes Student Affiliate

2017 APA Division 20 Executive Committee Meeting Minutes

APA Convention, Marriott Marquis, Washington, D.C.

Thursday, 08/03/17, 8AM to 10AM

In attendance: Manfred Diehl, Harvey Sterns, Joe Gaugler, Becky Allen, Pat Parmelee, Susan Whitbourne, Lisa Hollis-Sawyer, Kathy Judge, Patrick Hill, Alan Stevens, Jennifer Margrett, Jennifer Bellintier, Debbie DiGilio, Pat Kobor.

Manfred Diehl called the meeting to order at 8:00am, thanked current and "cycling-off" members of EC for their service. He welcomed new members. Introductions were made around the table.

Treasurer - Joe Gaugler for Karen Frye. Karen is concerned about not enough revenue generation. Awards are highest expense each year at \$6,000.00 (note: was reported as \$11,000.00 but that didn't take Baltes contribution into account). Retirement Research Foundation used to fund an award. Baltes, McMillen, and Springer contribute annually to their awards. Discussed how to act strategically to increase funding for awards. Discussed publishers, foundations, and individual donors as possible sources. Sue Whitbourne mentioned that the American Psychological Foundation funds several awards. Becky Allen offered to contact Taylor and Francis. Renting meeting rooms at conferences is also costly to the division budget. Membership dues were raised this year by \$5, from \$20 to \$25, and for student affiliates, were raised from \$12 to \$15.

Karen's comments via Manfred: Explore what other divisions are doing, including a "product model" of revenue generation. Explore. What are products D20 could offer, e.g., CE workshops. Manfred had started a dialogue with Greg Niemeyer, U. Florida, Associate Executive Director of Continuing Education in Psychology at APA, but the conversation "fizzled out." Joe – all divisions in same position re: membership, all "aging" – ("more members have died than joined, in one division"). Divisions linked to a journal and share revenue. Psychology & Aging used to be linked to Division 20 but that cost the division, so D20 no longer linked to P&A. Do we want to start our own journal? Sue discussed Bill Haley's initiatives with GSA (e.g., started a fund-raising/development effort). Consider expanding loyalty base of division. Awards a big part. Campaign to join Division 20 (not just 12-2). Become invested. Talking with 12-2 about a joint membership drive. Manfred will ask Gloria to look into that possibility. Student social hour, recruit there. Jennifer Bellintier will look into grad student recruitment/membership. Faculty members' obligations to recruit new members. CONA to promote aging issues. APA – undergraduate programs. How to recruit undergrads? Link to undergrads? Using social media might be a good way to recruit new members, new cohort. The conversation was robust.

Program - Kathy Judge. Collaborating with other divisions and programs. Allison Bielak will continue on, with Tina Savla from Virginia Tech. Collaborate with other programs for 2018. Put in 8-9, get about 4 accepted. This year, 58 posters were accepted, 4 collaborative programming sessions were accepted, and 6 symposia were accepted. President's Address, Baltes Address, NIA special session 3pm with Jonathan King and Lisa Onken, Fellows Address, session on CREATE group. Sue asked about attendance numbers in each room, each session. How are the D20 data? Use that data in future programming considerations. Joe wants to focus on the aging of APA. Ask other divisions: How is aging affecting your division? Harvey and Manfred suggested not just aging but something positive. Discussed timing new programming of including awards in social hour slot. Will see how it goes this year and revisit for next year. Jennifer Bellintier asked if students are limited to poster presentations? Kathy — No, but essentially no. Not enough programming hours for paper sessions—and paper sessions tend to be uneven. If want to include students as paper presenters, perhaps go in as symposium. Greater chance of acceptance. Have junior and senior people contribute to symposia. Pat urged all to show up at student posters. Question was raised to consider separate student poster sessions; response seemed to suggest a preference for integrated poster sessions. Manfred thanked Kathy and Allison for creating great program. Kathy – two additional topics for discussion. 1) Student poster award. This year, four poster submissions. Should awards committee solicit and judge this award? Discussion. Move to Awards Committee, and include Grad Student Rep for Poster Award. Jennifer Bellintier will help with that this year. 2) D20 credit card to pay for things, e.g., catering? Will look into credit card possibilities. Comes out of pocket of program chairs upfront. Pursue payment options.

Elections - Manfred for Julie Hicks Patrick. Joe will tap new person. Be strategic to get people to stand for election. Patrick Hill and Julie Hicks Patrick will co-chair Elections.

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Listserv – Manfred for Joann Montepare and Lori James. Update of EC committee and listserv. Website? Anthony has been working with APA interface. Sue suggested should be done automatically. Coordinate with President updates. Need to update Fellows listing, too, to cross-check against new nominations for and recruitment of D20 Fellows.

Society for Clinical Geropsychology, Division 12-2 Liaison – Becky Allen. Victor Molinari is representative. Due October. ABPP, certification in geropsych. ABGero going strong. Sue – Victor initiated a website for tester side and applicant side.

Fellows – Alan Stevens. One application, Neupert. Approved. How to increase number of applicants? Upcoming Newsletter article on *Why Being a Fellow is Important?* Fellows submit these quotes for article. Discussion ensued. Sue – what happens if drop out of APA? Lose Fellow status? Manfred – work with Gloria as membership chair. If lapse, lose Fellow status? Make sure list is accurate on website. Fellows training meeting overlaps with APA. Harvey – go over membership rolls/records and invite rather than mostly self-nominations. Manfred - Column in Newsletter – Should I be a fellow in D20 and when should I go up, etc.; process for early career members and older members. Alan – streamlining application process? Manfred – electronic submission process was good. Vet at D20 level before going before APA. Before applying or being nominated, consider speaking with a mentor or fellow to determine readiness. Nominees need to have a good understanding of the criteria for fellow and how their scholarly record will be reviewed/evaluated. Sue – should be recognized internationally. Advice of nominators and supporters re: are you ready?

Membership – Manfred for Gloria Luong and David Chiriboga. Membership has stayed stable. Good but not growing. Increase dues? Membership drive proposed by Gloria. Various programming events here at APA to increase membership. Joe suggested - authors in papers pub'd in JGPS and P&A could receive a boiler plate invitation to join D20. GSA having membership problems, too. Joe – paradigm shift, think of. Alan – what is the product? Does it reflect today's market? What does this organization provide that is a benefit? Consider nontraditional ways, including social media and product model, of reaching new potential members.

Social Media – Lisa Hollis-Sawyer. 139 members on Division's FB page, LinkedIn better. Using personal

account. (product) Two UG and grads to make youtube videos, high school students, community colleges. Sue – going to regional APAs, a lot of students present there.

Continuing Education – Jennifer Margrett. What are policies related to revenue? Can we raise revenue outside pre-conference events? If connected to APA, different issue. Can't get policy, HB, something in writing. Haven't had CE in a while. CONA Debbie DiGilio – some CEs. Joe – did a Webinar outside of conference. Could charge. Can we keep revenue? Jennifer Margrett - Difficult to get definitive answer from APA.

Education – Manfred. Teaching Tips for Newsletter set up for next year. Welcomes agenda items. Updating continues of usual resource materials on website.

Newsletter – Manfred for Grace Caskie. – Grace not here. MD – Grace is doing a great job.

Awards – Jane Berry. Robust number of applications this year. Streamline application process, create application template, set parameters for length of statements and number of letters. Wipe former nominations from email server. Discussion – do we need/want record of nominees or should we delete each year? Jane – delete because successive Awards Co-chairs who were or were not recipients of awards would have access to data on other nominees in their category that year (or those years).

CONA – Debbie DiGilio, education and training. Overview and update of publicity. Cameron Camp to receive an association-wide award, Saturday at 2:00. Pat Kobor – new director of NIMH giving talk today. Technology conference. Science funding. Worried about Trump budget, 21% cut for NIH proposed. 1.1 billion increase. Appropriations committee not going along with Trump cuts. NIH has good bipartisan support. Encouraged us to call our members of Congress to support NIH funding.

Council Representatives – Pat Parmelee, Sue Whitbourne. Council will have authority to decide on life-member status and how it is given. Age 55 and 25 years, continuous membership. 70 and 30 proposed. Dues-exempt status is the issue (Pat). Perk of life-member status. But, some think against issue. Council

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gets to decide rules on dues-exempt status. Not age related and not membership lapse related. What APA should do with Masters programs? (If anything.) APA has core curriculum. What should do with proliferating programs? Should APA license them?

Approve minutes – Manfred. Move to approve minutes from mid-year meeting, GSA, 11/18/16. One change - Jennifer Moye, not Jennifer Margrett. Move to approve. Approved.

Meeting adjourned at 10:00 am.

Respectfully submitted,

Jane M. Berry (for Joann M. Montepare, D20 Secretary)
D20 Awards Co-Chair with Tom Hess

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 voice of aging heard!

VOTE
10 for 20!