

Adult Development & Aging News

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Inside:

1	President's Message
2	Awards Report
3	Feature Article
4	Program Report
5	Student News
6	Council Report
7	Lifespan Symposium Now Online
9	Fellows
10	Div. 20 Presidential Candidates
11	Div. 20 Member-at-Large Candidates
13	Executive Board Minutes
15	Membership

President's Message

The first six months of my Division 20 Presidency have gone by quickly (perhaps too quickly), and there are a number of activities and developments to share with you. I begin with what has emerged as perhaps my core Presidential Initiative, and that is ensuring the sustainability of Division 20. Like many of you, I have come to see Division 20 as a professional home, and my over 20 years of membership in it has coincided with so many important career milestones. Perhaps most poignant to me is remembering how the many members of Division 20 provided such critical guidance during my early career and how such mentorship as well as opportunities for involvement in the Division propelled my professional development. It is these experiences, as well as critical reflection of how far we have to go as a Division to better reach out to and engage with early career psychologists, that have led to the initial phases of a Division 20 fundraising campaign.

The Division 20 Fund will help to support early career outreach initiatives, including larger travel awards, early career honors and mentoring activities, and a range of

other strategies to help bolster early career psychological engagement in adult development and aging. To this end, a fundraising committee including Sue Whitbourne, Bill Haley, President-Elect Michael Marsiske, Treasurer Karen Kopera-Frye, and I have partnered with the American Psychological Foundation to plan the fundraising drive and initiate it this Spring. We hope to have much more news to share in the upcoming months and at the annual American Psychological Association meeting!

Closely aligned with the Division 20 Fund is the reconstitution of the Early Career Psychologist Task Force. Courtney Polenick and Nicole DePasquale have assumed leadership of this important Task Force and have generated some excellent ideas. In the upcoming weeks, they will be sending out a survey to Division 20 members interested in serving as a mentor or mentee for a new "mentorship matching" program. In addition to matching interested mentors and mentees,



Joseph Gaugler
Division 20 President

Drs. Polenick and DePasquale will also begin work on identifying ways to further engage mentor-mentee pairs at the annual meeting and throughout the year. Formalizing a Division 20 mentorship program has long been discussed as a goal of our division and various mentorship activities have occurred over the years, but I am excited about the long-term potential and sustainability of the Early Career Psychologist Task Force's mentorship program.

A number of other developments have occurred since our mid-year Executive Committee teleconference in November. Jennifer Margrett has successfully submitted our Continuing Education application to

Continued on p. 2

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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 Your Newsletter editor must use the address that APA provides.

President's Message, continued from p. 1

allow Division 20 to once again develop and hopefully broaden more consistent continuing education offerings for our members and for others interested in key adult development and aging issues. Michael Marsiske is currently developing what I believe will be a set of important and in-depth initiatives that will re-emphasize the importance of Division 20 and what it adds to our members' and potential members' professional identities. Allison Bielak and Tina Savla have done a fabulous job of assembling a compelling

Division 20 program; our cross-division seminar on how aging has influenced our personal and professional lives as psychologists is one particular event I am looking forward to moderating.

Also, please join me in remembering Todd (TJ) McCallum, who passed away on December 5, 2017. Dr. McCallum was an Associate Professor of Psychology in the Department of Psychological Sciences at Case Western Reserve

University since 2002. He was a long-serving member of Division 20, and since 2006, he has served as the Executive Committee's Education Liaison. He received multiple awards for his excellence in teaching and mentorship. Dr. McCallum's colleagues, students, and family remain in our thoughts.

I wish all members of Division 20 a warm and productive Spring.

**Awards Committee Report
 Submitted by Tom Hess**

Please consider nominating deserving students for the following awards, sponsored by APA Division 20. Winners will be recognized at the Division 20 Business Meeting at this year's annual APA meeting in San Francisco. Questions regarding the awards and nomination procedures can be addressed to either Tom Hess (Thomas_hess@ncsu.edu) or Karen Hooker (hookerk@oregonstate.edu), Co-Chairs of the D20 Awards Committee.

Student Award Nominations (Due May 31)

Doctoral Dissertation Award in the Psychology of Aging

This award recognizes a doctoral student or recent graduate for exemplary research contributing to theory or practice of adult development and aging.

Walter G. McMillen Memorial Award for Parkinson's Disease Research

This award recognizes graduates student's research on Parkinson's Disease.

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!

Bisexual Older Adult Women: A Review of the Literature

Hannah M. Bashian, Anastasia E. Canell, and Nicole L. Johnson

The older adult population is growing at a rapid rate, and by the year 2030, 20% of the American population will be over age 65 (Center for Disease Control and Prevention [CDC], 2013). However, the research examining minority populations within the older adult age group is limited. Specifically, literature on the experiences of bisexual women in late life is almost non-existent. The research that is currently available often groups bisexual older adult women into 'LGB' (Lesbian, Gay, Bisexual) even though research shows that bisexual individuals experience their own unique discrimination, even within the LGB population (Barker et al., 2012; Dyar, Feinstein, & London, 2014; Ochs, 2011).

Bisexual individuals often face stigmatization by both heterosexual and lesbian and gay communities alike (Barker et al., 2012; Friedman et al., 2014; Weinberg, Williams, & Pryor, 2001). Furthermore, due to heterosexism in the United States, many bisexual individuals may feel the need to hide their sexuality when seeking mental health and medical services or may even avoid seeking services all together (Butler, 2008). The need to hide one's sexuality when seeking mental health services is particularly problematic as bisexual individuals experience significantly higher rates of distress and mental health concerns compared to lesbian, gay, and heterosexual individuals (Baker et al., 2012). These higher rates of mental illness may be particularly true for bisexuals in late life as they are less likely to be 'out' and more likely to have grown up in a less accepting environment than their younger counterparts (Pew Research, 2013). Additionally, bisexual older adult women make up 48% of LGB'T' (Trans) individuals living in poverty (Emlet, 2016). Bisexual older adults also represent a unique group as, although bisexual individuals make up 52% of the overall LGB population, only 7% of the LGB population ages 65+ identify as bisexual (Moore, 2015). In this paper, the literature on bisexual women is reviewed. Due to the limited number of studies on this specific population, this paper draws on literature pertaining to LGB older adults in general and bisexual individuals throughout the lifespan. The goal of this paper is to provide recommendations for future research on this frequently ignored marginalized group.

Research on the LGB older adult community often focuses on the unique stressors and coping strategies of this population. Research has shown that this

population experiences higher rates of alcoholism and excessive drinking than the general older adult population (Frederikson-Goldsen et al., 2013; Van Wagenem, Driskell, & Bradford, 2013). Furthermore, older LGB adults experience more victimization and discrimination across the lifespan than older adults who identify as heterosexual (Van Wagenem et al., 2013). This experience of victimization and discrimination is often defined as a type of minority stress, which is a unique experience of individuals who identify as part of a minority group. The minority stress hypothesis further posits that holding multiple minority statuses (e.g., bisexual *and* woman *and* older adult) creates an additive effect, building on top of one another resulting in greater stressors (Meyer, 2003). These types of stressors (i.e., prejudice events) have been shown to be significant predictors of emotional loneliness among the LGB older adult population (Kuyper & Fokkema, 2010).

The minority stress hypothesis may provide one explanation for why LGB older adults often report higher levels of social and emotional loneliness than their heterosexual peers (Kuyper & Fokkema, 2010) and why LGB older adult women may face even greater levels of loneliness. One factor that has been found to predict emotional loneliness is an individual's connection with the LGB community. LGB older adults who endorsed less connection to the LGB community reported more emotional loneliness than older LGB individuals who endorsed more connection to the LGB community (Kuyper & Fokkema, 2010). Nevertheless, LGB older adults appear to be resilient with nearly half of the participants in Van Wagenem and colleagues (2013) endorsing successful coping with typical age related stressors.

Although these findings on the LGB older adult population are important, it is critical to note that the majority of the participants in these studies identified as lesbian or gay. As noted, 52% of the overall LGB community identify as bisexual (Moore, 2015); thus, these studies are not representative of the LGB community as a whole. Furthermore, grouping these unique populations together may not capture the true experience of a bisexual older adult. As described by Cronin and King (2010), it is vital that researchers consider intersectionality when conducting research within the LGB population. The experience of a bisexual

Continued on p. 8

2018 APA Division 20 Program Chair Report

Submitted by Alison Bielak and Tina Savla

The D20 Program for the 2018 APA convention in San Francisco (August 9 - 12) is nearly finalized, and we have many exciting sessions to look forward to! First, we have Dr. Joe Gaugler's presidential address titled: *Dementia Care Services and Supports: Evolving Perspectives on Evidence and Engagement*. The 2017 Baltes Distinguished Research Achievement Award winner, Dr. Carol Ryff, will also present her research in a talk titled: *Reflections on Adult Development through the Lens of Eudaimonia: What Have We Learned and Where Do We Need to Go*. Additionally, a unique panel of prominent practitioners, academics, and researchers will discuss the aging of APA and how their own work and experiences have influenced their plans for retirement and aging. There also will be a session in collaboration with CONA that introduces a new online resource to help mentors guide students to rewarding careers in aging. This year, D20 sponsored 4 collaborative programming sessions chosen by APA central programming: *A Guide on Best Practices for Running an Intervention: Implementation and Analysis*; *Veteran Mental Health and Functioning: Lifespan Perspectives and Evidence Based Approaches*; *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*; and the *Neuroscience of Creativity*. D20 is also collaborating with other divisions on sessions focused on how to maintain a competitive edge through publication success, innovative arts approaches to promote health and well-being in older age, current and emerging cognitive interventions, and a workshop on how to get funded without getting burned out. D20 will be hosting 4 other symposia, 2 paper sessions, and 74 research posters. These symposia and sessions reflect topics such as evaluating whether early life traumas are reversible in later life, new frontiers in biopsychosocial research and interventions for stress and coping, and stress management and resilience for caregivers, along with posters presenting the latest research in adult development and aging. We invite members to meet new D20 Fellow Dr. Shevaun Neupert during the Fellow address and to join us during our combined social hour and awards ceremony. An off-site dinner is also in the works to enable D20 members to network and enjoy the company of colleagues. Look for a preliminary schedule on the listserv in April. We look forward to seeing you in San Francisco!

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

August 12-15, 2021
San Diego, CA

STUDENT NEWS

Interprofessional Collaboration

Submitted by Deanna Dragan and Victoria Marino

As the delivery of health care continues to evolve, there is an increasing demand for psychologists to engage in interprofessional collaboration. Interprofessional collaboration is an umbrella term used to describe a team of providers representing at least more than one discipline, who are working together from the level of consultation to the level of a fully integrated team (Dahlke et al., 2017). Psychologists bring an important and unique perspective to research and care for older adults. However, psychologists need to work collaboratively with health providers from other disciplines to meet the diverse and complex biopsychosocial needs of the aging population. The use of interprofessional teams (IPT) for coordinating the care of older adults is associated with improved health outcomes in a variety of settings (Montagnini et al., 2014). Thus, interprofessional teamwork is an essential competency for psychologists in the field of adult development and aging.

Yet, for many psychologists, involvement in these teams may be a daunting task, and they may feel that their training has not prepared them for these settings. Exposure to interprofessional teams can serve as an opportunity for honing our elevator speech for describing the unique perspective psychologists can bring to a team. The IPT setting challenges us to communicate using shared language. Within the team, avoiding psychology-specific jargon is important for creating a shared understanding of goals and measured outcomes. In many ways, the practice of disseminating psychological perspectives within the interprofessional team heightens one's ability to demonstrate the value of psychology and effectively communicate our strengths and weaknesses. Further, these skills transfer to interactions with clients, research participants, administrators, and more. These are a few ways that participation on an IPT helps us develop transferable skills. In an effort to encourage more involvement, we outline a number of examples and tips for facilitating these experiences.

Interprofessional Collaboration in Research

Interprofessional collaboration can lead to the synthesis of novel questions, research innovation, and improvements to practice. Exposure to interprofessional collaboration during graduate training can provide a foundation for future interprofessional work in a research or clinical career. Victoria has participated in interprofessional research as described by Green and

Johnson (2015) as part of her graduate training at the University of South Florida. The project offered an opportunity to work with individuals from the College of Nursing. The research team included two advanced registered nurse practitioners and researchers, a statistician, a clinical psychologist, and three PhD students with varying backgrounds and perspectives. A stress and coping model was used to examine the role of appraisal symptom occurrence and well-being in patients with breast cancer. This posed the challenge of merging perspectives to collaboratively conceptualize the research aims, hypotheses, and methodology. Products of this collaboration included a research article submitted for publication consideration, and initial training for future interprofessional research. These skills are transferable to post-doc placement, many of which are at integrated care systems (i.e., VA medical centers) and require interprofessional collaboration.

Interprofessional Collaboration in Practice

In practice, interprofessional collaborations are most commonly seen in integrated primary care settings. Research demonstrates that interprofessional collaboration in primary care serves three primary functions: 1) improves patient care, 2) improves health outcomes, and 3) decreases costs associated with healthcare (Cuff, 2013; Zuccherro, 2017). In these integrated care settings psychologists can provide consultation, conduct brief assessments and therapy (e.g., CBT, interpersonal), and promote medication adherence with patients. Also, psychologists can help facilitate positive team dynamics by modeling respectful interpersonal exchanges. However, there are common challenges to establishing an IPT like financial barriers or practitioners finding it difficult to match the pace of the primary care (Cubic, Mance, Turgesen, & Lamanna, 2012; VanKuiken, Schaefer, Flaum Hall, & Browne, 2016). Lastly, incorporating interprofessional education (IPE) into training programs is no small task. Given the barriers associated with developing IPE, recent research has started to offer alternative methods. For example, Zuccherro (2017) reports positive results from implementing a brief IPE compared to the more common semester long experiences.

Similar to the interprofessional education experience outlined by Zuccherro (2017), Deanna participated in a simulated treatment plan discussion with an

Continued on p. 9

Council of Representatives Report

Submitted by Patricia A. Parmelee and Susan K. Whitbourne

Several issues dominated discussion at the session. Most relevant to Division 20 are joint membership in APA and APAPO and master's level training in psychology.

Joint membership in 501c(3) and 501c(6) organizations.

Council heard a motion to restructure the 501c(3) and 501c(6) associations such that all members would pay a single dues assessment that would support both the parent (APA) and practice associations (APAPO). Under this plan, beginning with the 2019 dues cycle, all APA members will automatically be members of both organizations, with APAPO becoming the "APA Institute for Psychology." A workgroup will be formed to develop implementation plans, with an emphasis on integration of interests and priorities across the two groups. It was emphasized that there would be no dues increases for several years, though the length of time, the amount of increases, and the allocation of funds are yet to be determined. Presentations focused on APA's current low expenditures on lobbying relative to reference professional groups and the utility of this new organizational arrangement for remedying that deficit and expanding advocacy efforts. Extended discussion addressed mechanics of the change, long-range effects on funding, and the impact on advocacy for science and education. After a proposed amendment to "explore" the change was defeated, the motion to undertake the reorganization passed by an overwhelmingly large margin. We will continue to monitor developments as this issue proceeds further and will be able to report back in August as the specifics become clearer.

Master's level training in psychology. Council's preference to address the issue directly and immediately was indicated by the fact that a motion to refer the question of accrediting master's level programs in psychology to the Board of Educational Affairs, Board of Professional Affairs, and Committee for the Advancement of Professional Practice was voted down. An amendment, to pursue accreditation of master's programs only in areas already accredited by APA (clinical, counseling, school) passed by a large margin. Small group discussion then addressed first steps APA should consider, and uniform titling of master's prepared practitioners; with consensus regarding the need to involve state/territorial/provincial associations, "protecting" the title *psychologist*, the importance of a title that is palatable to master's level clinicians, and emphasis on a supportive/collaborative role rather than competition with doctoral level practitioners.

Transparency of decisions. After much discussion, a motion to require publication of individual votes on each vote taken on Council and all boards and committees was deferred for further wordsmithing.

Clinical Practice Guidelines for Multicomponent Behavioral Treatment of Obesity and Overweight in Children and Adolescents were discussed at length; foci included the lack of strong empirical evidence in support of the guidelines, the poor representation of culture and context in existing evidence, the nature of scientific evidence in general, and the need for Psychology to have a "seat at the table" in directing treatment of weight-related concerns. A subtitle to the motion, reflecting the need for further research, led to passage of the guidelines by a large margin.

A series of reports from APA officers were received, as follows.

CEO Arthur Evans presented strategic priorities for 2018: Increase visibility of APA and psychology; increase public understanding of psychology as a service; preparing the discipline and the organization for the future, and expanding APA's advocacy capacity and effectiveness. In other business, Dr. Evans also noted that the search for a Chief Diversity Officer (first proposed in 2005) has now formally begun, in part as a response to the work of the Council Diversity Work Group.

Treasurer Jean Carter reported that refinance of APA's central office building created a \$25m Strategic Investment Fund, sequestered within the long-term portfolio. It will be used for high-impact advances for the public good and the Association, guided by strategic plan and budget priorities.

President Jessica Henderson McDaniel updated COR on the APA Citizen Psychologist initiative (which is trademarked), including plans for presidential citation of persons who work outside their usual professional contributions to improve the local, national, and international well-being.

In other business, Council received a report from the Council Diversity Work Group; approved a resolution on pregnant and postpartum girls and women with substance disorders; was updated on activities of the APAPO; engaged in extended discussion of proposed

Continued on p. 7

Council Report, continued from p. 6

changes to budgeting authority and, after multiple motions and amended motions, voted to postpone further consideration until August, 2018; heard a progress report from the workgroup on Application and Dissemination of the Multicultural Guidelines; celebrated award of a presidential citation for Citizen Psychologist Arline Bronaft, and voted to amend minutes of February 2017 Council of Representatives (COR) minutes to correct an error discovered on review of audiotapes after approval at the August 2017 meeting. Additionally, at the request of the Committee on Aging, we hosted two tables at a CoR lunch to discuss aging-related issues and were encouraged by

the enthusiasm expressed by those in attendance. Included in our discussions were the “aging” of APA, ways to combat ageism, practice concerns among clinicians, and the need to include aging in guidelines addressing diversity issues. These issues will be further pursued with CONA moving forward.

We are more than happy to share additional details with the Division, so please feel free to contact us with questions or concerns.

Forty-Five Years of Influence of the Lifespan Developmental Approach: Past, Present, and Future Submitted by Harvey Sterns and Kathie Judge

Educational materials and resources are now available on-line from the three-part APA symposium series entitled: *Forty-Five Years of Influence of the Lifespan Developmental Approach: Past, Present, and Future*. Funded by an APA Interdivisional Grant Program awarded to Division 20 and co-sponsored by Division 3 (Experimental Psychology) and Division 7 (Developmental), the overarching goal was to provide a review, examination, and discussion of the influence of the Lifespan Developmental Approach across the past 45 years in the following areas: 1) Theoretical & Conceptual Approaches; 2) Methodological Issues; and 3) Intervention, Modifiability, & Plasticity. The Lifespan Developmental Approach has provided an overarching framework for understanding human development from conception to death.

As outlined and discussed by Staudinger and Bluck (2001), the Lifespan Development Approach encompasses the following tenets: 1) lifespan development is a continuous process influenced jointly by biology and environment; 2) development unfolds as a process that includes both gains and losses across the lifespan that results in a multidimensional, multidirectional, and multifunctional perspective; 3) development across the lifespan results in changes in the interaction between biological and environmental influences that impact the allocation of resources; 4) lifespan development is a modifiable process that is

amenable to intervention; and 5) biological and environmental influences are embedded in age-graded, history-graded, and non-normative contexts. Interestingly, however, the Lifespan Developmental Approach has not been widely disseminated or implemented across the other subspecialties within Psychology. In order to address this gap, this 3-part symposium was designed to bring together leading experts in the field to discuss emerging issues, present research findings, and discuss the utility of the Lifespan Developmental Approach.

The first symposium discussed Theoretical and Conceptual Approaches and included presentations from Drs. Willis Overton, Manfred Diehl, Ursula Staudinger, and Jacqueline Lerner. The second session discussed key Methodological Issues in the field with presentations from Drs. K. Warner Schaie, Sara Czaja, and Gregory Smith. The third and final session covered Intervention, Modifiability, and Plasticity with presenters Drs. Cameron Camp, Sherry Willis, and Boris Baltes. The three-part symposium series was held at the annual APA conference in Denver, CO in August 2016.

Please use the following link to access the videos and additional materials: <http://www.apadivisions.org/division-20/education/lifespan-developmental/index.aspx>

Feature Article, continued from p. 3

woman is different than that of a gay man, just as the experience of a bisexual older adult woman is different than that of a bisexual younger adult woman.

Recently, additional research has examined attitudes towards bisexual adults in both LGB and heterosexual populations. One such study found that heterosexual-identified individuals viewed bisexual-identified individuals as more likely to acquire sexually transmitted diseases, more promiscuous, and less capable of maintaining long-term romantic relationships (Casazza, Ludwin, & Cohn, 2015). Furthermore, as previously discussed, bisexual individuals often face discrimination within the LGBT community. A recent study found that bisexual women endorsed a significant amount of exclusion/rejection from the LGBT community especially when they were in a relationship with a male-identified partner (Dyar et al., 2014). Conversely, they experienced less exclusion/rejection from the LGBT community when in a same-sex relationship, which was also associated with misidentification of their sexual orientation as lesbian. This misidentification is a frequent experience for bisexual individuals within same-sex (assumed lesbian/gay) or other-sex (assumed heterosexual) relationships, which is often termed bisexual invisibility (Baker et al., 2012). Further, even when bisexual individuals are allowed their identity, their identity is frequently disputed as temporary or merely confusion, a phenomenon referred to as bisexual denial (Baker et al., 2012). Bisexual individuals may also be rejected by the LGBT community given their ability to "hide their marginalized identity" by being in a heterosexual relationship (Mohr & Rochlen, 1999).

As is apparent, the experience of a bisexual individual can be different than that of a lesbian or gay individual, with potentially greater stigma and negative consequences given the potential rejection from both LGBT and heterosexual communities. This stigma may be greater for bisexual older adults and even greater for bisexual older adult women given the aforementioned additive effect of multiple minority statuses (Meyer, 2003). Although bisexual older adult women may be a particularly vulnerable group, our literature review found essentially no research on the unique experiences of this group.

The very limited research on bisexual older adults shows they face unique discrimination and setbacks. For example, 18% of bisexual older adults reported that the most important people in their life knew that they were bisexual compared to 32% of bisexual individuals

who are under 45 years of age (Pew Research, 2013). Conversely, about 70% of older and younger lesbian and gay adults reported that the important people in their life knew their sexual orientation. Furthermore, bisexual individuals with the same educational attainment as their gay and lesbian counterparts have significantly lower income levels; 48% of bisexual women live at or below 200% of the federal poverty level (Movement Advancement Project [MAP], 2017). These rates are similar for transgender older adults. In terms of health, bisexual older adults have significantly poorer physical and mental health than gay, lesbian, and heterosexual adults (MAP, 2017). For instance, a study conducted by Brennan-ing, Seidel, Larsen, and Karpiak (2013) found that one-third of bisexual older adults reported moderate to severe depression. These types of stressors have been found to be related to emotional loneliness and poorer quality of life (Kuyper & Fokkema, 2010; Van Wagenem et al., 2013).

In conclusion, the studies on bisexual adults and LGB older adults clearly demonstrate the unique stresses these marginalized populations face. However, it is problematic that researchers continue to group these populations together, in age group, sexual orientation, and gender. It is recommended, considering how much our society ignores and invalidates the experiences of both older adults and bisexual women, that more research be conducted to further understand the unique needs and experiences of this forgotten population. As our aging population grows, so will the population of older bisexual women. As individuals who serve the older adult population, it is vital that we better understand the needs of this specific population competently.

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Continued on p. 16

Student News, continued from p. 5

interprofessional team. A variety of disciplines were represented by students who were at similar levels of training in their respective fields. This offers a low-risk environment for trainees to develop foundational competencies in team-based coordinated care. Following this IPE at the University of Alabama, Deanna participated on the IPT at the University Medical Center's Geriatrics Clinic, which is part of a geropsychology course requirement. This IPT includes: a geriatrician, a pharmacist with students in training, resident physicians, a social worker, and a geropsychologist in training. Team members are encouraged to ask questions about the roles of the different disciplines and observe one another's interactions with patients to experientially learn the differences in patient interactions across disciplines. In particular, Deanna learned about pharmacological related problems in older adults from the IPT experience and was able to apply this awareness to her work with an individual therapy client. From her experiences on the IPT, she noticed a potentially dangerous drug interaction for a client and sought consultation. More generally, these interprofessional experiences can help shape our case conceptualizations. Thus, the advantages of interprofessional collaboration can extend beyond the IPT setting to other domains of service provision.

Fostering Interprofessional Experiences

To facilitate successful interprofessional teams, recent research (Beacham et al., 2017; Kasl-Godley, King, & Quill, 2014; Montagnini et al., 2014; VanKuiken et al., 2016; Zuccherro, 2017) has identified these strategies:

Team management techniques

- Clearly define members' roles and responsibilities
- Use conflict resolution techniques to resolve interpersonal and system-level conflicts

Communication

- Avoid technical language and discipline-specific jargon

Flexibility with IPE

- Deliver IPE in a format that's specific to your institution; even brief IPE and didactic conversations can have a positive impact

Additionally, psychologists should take the initiative to seek out these experiences. Interprofessional skills can be developed through informal consultation and cross-training with colleagues from other disciplines.

Psychologists in training can use scientific conferences and university-sponsored graduate student networking and social events as opportunities to discuss ideas and network with colleagues from other disciplines. Finally, mentors can encourage interprofessional collaboration in research and practice.

Conclusion

As IPTs increase their presence in the health care delivery system, psychologists will need to enhance their interprofessional skills through informal and formal training efforts. Moreover, IPT experiences cultivate a set of skills that feed into the professional development of psychologists. Interprofessional collaboration improves patient outcomes through coordinated care, which is especially important to treat complex older adults.

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Continued on p. 14

Division 20 Presidential Candidate Statements

Jennifer Margrett, PhD

As psychologists, we serve a vital role in addressing global grand challenges related to health and wellness, longevity and families, disparities, and behavior change. As an organization, I believe that we can further enhance and effectively communicate the translational value of our work and increase the collective impact of our practice, research, education, and outreach. If elected, I will work to maximize our division's efforts in these areas and in doing so also extend existing efforts by Division 20 leadership to grow our division and train the next generation of professionals.

Members of our division add value to and can benefit from interdisciplinary collaboration. My professional experiences provide me with a strong background in interdisciplinary research, education and training, and outreach. As Director of the Iowa State Gerontology Program, I led efforts to launch new interdepartmental graduate degree programs in Gerontology and served as Gerontology faculty chair for the Great Plains Interactive Distance Education Alliance (GP-IDEA), a consortium of seven partnering universities. My research, teaching, and leadership roles emphasize interdisciplinary collaborations including integration of Extension Outreach, organizational partners, and stakeholders.

To this role, I bring commitment and history of service to the Association and field serving Division 20 as Executive Committee graduate student representative (1998-1999), newsletter co-editor (2002-2010), and Member-at-Large (2015-2018). I serve as Associate Editor for Aging and Mental Health and editorial board member for the International Journal of Aging and Human Development. I am a fellow of the American Psychological Association-Division 20 and the Gerontological Society of America.

Gregory C. Smith, EdD

Gregory C. Smith is Professor and Director of the Human Development Center in the School of Lifespan Development and Educational Sciences at Kent State University. Dr. Smith received his Master's degree in Experimental Psychology from Villanova University (1979), and his doctorate in the Psychology of Aging (1983) from the University of Rochester under the direction of Susan K. Whitbourne, Ph.D. His research focuses on processes related to stress, coping and well-being in later life families, including the development and testing of psychoeducational interventions in longitudinal randomized clinical trials. To date, Dr. Smith has received over seven million dollars of external research funding from the National Institute on Aging, the National Institute of Mental Health, and the National Institute on Nursing Research. He has served on numerous scientific peer review panels for diverse funding agencies (the National Institutes of Health (NIH), Center for Disease Control, Alzheimer's Association of America, National Institute on Disability and Rehabilitation Research), and is currently a Standing Member of the Community Level Health Promotion Study Section of NIH (2014-2020). Dr. Smith served as Associate Editor (2007-2012) and Editor-in-Chief (2012-2015) for the International Journal of Aging and Human Development (IJAH), and is presently on the Editorial Boards of Developmental Psychology, Family Relations, and IJAH. Dr. Smith is a Fellow of two APA divisions (20 and 43), as well as of the Gerontological Society of America (Behavioral and Social Sciences). He has served on the Executive Committees for both APA Division 20 and GSA. From 2001 -2005, he served as Chair of Division 20's Continuing Education Committee. Dr. Smith received the 2017 Presidential Excellence Award from Kent State University.

Division 20 Member-at-Large Candidate Statements

Brian J. Ayotte, PhD

Brian J. Ayotte, PhD is an Associate Professor of Psychology and serves on the Executive Board of the Ora M. DeJesus Gerontology Center at the University of Massachusetts Dartmouth (UMassD). Brian received his PhD in Life Span Developmental Psychology from West Virginia University in 2007. Prior to joining the faculty at the UMassD, he completed post-doctoral training in the VA Centers for Health Services Research & Development in Boston, MA and Durham, NC. Brian's research focuses on how the dynamic interactions among individual characteristics (e.g., age, race) and contextual factors (e.g., social partners) are related to cognition, health, and health behaviors across the life span. Specifically, his research focuses on two closely related lines of research: (a) cognition and everyday functioning in the context of health; and (b) interpersonal influences on depression, functioning, cognition, and health-related behavior in diverse populations. He is currently engaging in an interdisciplinary project to examine health behaviors and outcomes among older Portuguese-American adults living in the South Coast of Massachusetts. Brian teaches several undergraduate and graduate courses, including Adulthood and Aging, Developmental Methods, Health Psychology, and Health Across the Life Span. In addition to teaching, he strives to be an enthusiastic and supportive research mentor to the next generation of experts in the aging field. Brian is excited for the opportunity to serve the field of Adult Development and Aging more broadly and would work diligently to promote the goals of Division 20 to fellow professionals, as well as the community at large.

Kelly E. Cichy, PhD

Kelly E. Cichy, PhD, is an Associate Professor of Human Development and Family Studies (HDFS) at Kent State University. She received a B.S. in Psychology from Xavier University, and her Master's and PhD in Human Development and Family Studies from The Pennsylvania State University. Her research examines the links between social relationships and health via two-related lines of inquiry. Her first line of inquiry seeks to understand the health implications of stressful experiences involving family (e.g., conflict, social support demands), particularly within African American families. Her work has demonstrated that providing support to family takes an emotional toll on African Americans and exacerbates reactivity to stress. Her second line of inquiry focuses on family relationships in later life and explores how experiences in this tie have implications for both aging parents and their adult children. Across both lines of inquiry, her research combines different methodological approaches, including daily diary procedures, multilevel modeling, and videotaped observations to understand how relational experiences influence health and well-being during midlife and later adulthood. She serves as a research mentor to undergraduate and graduate students, and she teaches courses in gerontology, family science, and lifespan development. She has presented her research at the annual meetings of the Gerontological Society of America (GSA), where she currently serves as the Minority Issues in Gerontology Committee Representative for the Behavioral and Social Sciences section. She is excited about the opportunity to continue to serve the profession through mentorship and advocacy as a Member-at-Large for Division 20 of APA.

Brennan R. Payne, PhD

Brennan R. Payne, PhD, is an Assistant Professor in the Cognition and Neural Science program in the Department of Psychology at the University of Utah, where he also holds appointments in the Utah Center on Aging and the Interdepartmental Neuroscience Program. He received his BA in Psychology and Cognitive Science from the State University of New York at Oswego (2009) and his MS (2012) and PhD (2014) in the Cognitive Science of Teaching and Learning at the University of Illinois, where he was a graduate research fellow at the Beckman Institute. His research program is a marriage of both basic and applied perspectives guided towards (1) understanding the

Continued on p. 12

Division 20 Member-at-Large Candidate Statements, continued from p. 11

cognitive and neural mechanisms underlying developmental changes in language and memory systems with advancing age, (2) developing theory-driven approaches to support adult cognitive and brain health, and (3) examining the factors that predict responsiveness to behavioral interventions in older adulthood. He adopts an interdisciplinary approach to this work, merging theoretical models and methods from the cognitive and brain sciences, gerontology, and quantitative psychology. Since 2011, he has published 34 articles or chapters which have been largely featured in high-impact journals in the fields of aging and adult development, cognitive neuroscience, and cognitive psychology. In 2017, he received an APA Early Career Award from division 3 (Society for Experimental Psychology and Cognitive Science) and was named an APS Rising Star.

Nancy L. Sin, PhD

Nancy L. Sin, PhD, is an Assistant Professor of Health Psychology at the University of British Columbia. She received her PhD in Social/Personality Psychology from the University of California, Riverside, where her training focused on well-being and aging. She then completed postdoctoral research fellowships in geriatrics at the University of California, San Francisco and in gerontology at The Pennsylvania State University. Dr. Sin's research focuses on biological and behavioral pathways linking daily well-being and stress to health outcomes and optimal aging. Her work has shown that emotional responses to daily stressors are associated with inflammatory, neuroendocrine, and autonomic mechanisms that are implicated in the development of aging-related conditions. Dr. Sin is particularly interested in daily positive events as protective factors for stress processes and health. She has received funding from the National Institute on Aging. Dr. Sin teaches undergraduate and graduate courses in health psychology, in addition to serving as a mentor for undergraduate, MA, and PhD students. She is actively involved in service to the profession, including reviewing for international journals and funding agencies, chairing symposia for the Gerontological Society of America annual meetings, and giving lectures on healthy aging to academic and general audiences.

Jenessa C. Steele, PhD

Jenessa Steele received her PhD in Lifespan Developmental Psychology from West Virginia University. Dr. Steele is currently a Professor of Psychology at Radford University (Radford, VA), where she holds an additional appointment as the Associate Director in the Office of Undergraduate Research and Scholarship. She regularly serves as the primary chair on masters theses in the Experimental Psychology program and a contributing committee member on several dissertation projects in the PsyD Clinical-Counseling PsyD program. Dr. Steele primarily teaches undergraduate courses in Lifespan Developmental Psychology, Maturity and Aging, and upper-level Integrative Research Methods. She also teaches graduate courses in Research Methods. In addition, she has served on the Gerontology Work Group at Radford University to establish a post-baccalaureate Interprofessional Gerontology Certificate. Dr. Steele's research interests remain collaborative among faculty, undergraduate and graduate students and range from partnering with I/O faculty members to investigate age and gender differences in perceptions of positive and negative work behaviors to working with PsyD faculty to study how age and gender might impact physician choice. More recently, Dr. Steele has allowed her teaching to inform her research, and is focused on improving the standardization and delivery methods of non-pharmaceutical, everyday activities to adults with moderate to severe dementia with aims to improve usability among caregivers, and ultimately, reduce behavioral and affective concerns revolving around the later stages of the disease. She regularly presents her research at Gerontological Society of America (GSA), American Psychological Association (APA), Southern Gerontological Society (SGS), and Southeastern Psychological Association (SEPA). Dr. Steele also served as an ad-hoc review for the *International Journal of Human Development* and various other journals.

2017 Mid-year APA Division 20 Executive Committee Meeting Minutes
Conducted via Teleconference
Thursday, November 9, 2017, 11 AM - 1 PM (CST)

In attendance: Joe Gaugler, Michael Marsiske Tom Hess, Alan Stevens, Lisa Hollis-Sawyer, Tina Salva, Allison Bielak, Gloria Luong, Grace Caskie, Harvey Sterns, Anthony Sterns, Patricia Parmelee, Susan Whitbourne, Jennifer Margrett, Julie Boron, Patrick Hill, Jennifer Bellingtier, Jennifer Stanley, Courtney Polenick, Nicole DePasquale, Deanna Dragan, Victoria Marino, Joann Montepare

- I. Welcome
- II. Presidential Initiative: Fundraising Effort for D20 - Joe Gaugler gave an overview of decreasing membership and the need to develop a sustainable funding source of D20 efforts, especially those involving support and awards for early career and student members. A proposal in collaboration with American Psychological Foundation (APF) was discussed that would call for \$20,000 to seed a \$100,000 endowment fund D20 would build and ultimately be able to drawn on to fund its efforts. Discussion was held around logistical issues (e.g., time line) and questions (e.g., what happens to the funds APF hold if we did not reach our seed or endowment goals). Suggestions were offered for targeting and naming donors, articulating explicit use of funds, exploring planned giving. Concerns were raised about delays between the seed funding and final funding goal, and how to best manage communication with donors around the time gap.
- III. Awards Report – Tom Hess reported that the announcement for student awards had been posted, stated several limitations that had been set (e.g., multiple awards across categories will be limited so that awards have a greater reach; postdocs will be limited to a specific number of years), and indicated that the application materials had been modified. He will revisit an earlier recommendation that D20 send notification of awards to department chairs and other administrative offices to more effectively communicate the recognition of D20 awardees.
- IV. Membership Report – Gloria Luong reminded members about the D20 membership drive in which members who referred a new member to the division would be entered into a drawing to win a \$25 Amazon gift card. New members will also be entered into the drawing and two winners will be selected at the end of the promotion. New members will receive a welcome email from D20.
- V. Early Career Task Force - Courtney Polenick and Nicole DePasquale described several ways to facilitate mentor-mentee relationships involving early-career members (e.g., design searchable member profiles on the D20 website so that members can search for other members based on their areas of expertise and their mentoring and career interests), and to foster collaborations among early-career members (e.g., member profiles will include potential collaboration connections). Ideas for promoting the overall professional development of early-career members were also shared (e.g., create special interest groups, survey early career members of conference programming interests, create conference guides for networking). It was noted that more information is needed about the extent to which the proposed web-based efforts can be built into the existing APA website. Another idea included integrating efforts into APA program planning given that APA has space for mentor/mentee sessions.
- VI. CODAPAR Project on 45 Years on the Influence of Life-Span Developmental Psychology – Harvey Sterns reported that work is moving along and the videos that were produced should be available for use in the spring semester. Other resources generated by the project will also be available soon.
- VII. Education Committee Report - Julie Boron asked how we might leverage Teaching Tips better and make them more accessible via the D20 webpages. It was suggested we update and expand the directory of Teaching Tips, as well as catalog them in some way to identify areas we may want to (re)cover in future pieces. It was noted that Teaching Tips can be searched for in the D20 Newsletters that are posted online, however, we would need to coordinate with APA about how to make them more directly accessible. Joann Montepare suggested that we develop a collection of Teaching Tips and use it to generate revenue as other organizations such as AGHE have done. She offered to explore what would need to be done to compile and prepare entries to be included in such as collection.
- V. Early Career Task Force - Courtney Polenick and Nicole DePasquale described several ways to facilitate mentor-mentee relationships involving

Continued on p. 14

Minutes, continued from p. 13

- VIII. Continuing Education Report - Jennifer Margrett described an APA workshop on caregiving issues that was being planned. Other topics of interest were discussed including translating research to practice, teaching issues, and early career opportunities. Using a webinar format was also noted as an option.
- IX. Newsletter Report – Grace Caskie reminded members that the spring issue deadline was March 1, 2018. Volunteers were needed for feature articles and recommendations were needed for a student feature.
- X. Program Report - Allison Bielak and Tina Salva reported that APA conference programming was increased to 18 hours in light of positive attendance. The CPG sessions in which D20 participated also had good attendance based on APA tracking data. D20 lead 6 proposals for the upcoming 2018 meeting, and collaborated on 11 other proposals lead by other APA divisions. Individual and symposium submissions are due Dec. 1, 2017. The joint social hour and awards ceremony appeared to have been a success, and will be included in the 2018 meeting.
- XI. Elections Report – Patrick Hill reported that for the upcoming election cycle, D20 needs 2 or more candidates to stand for President-Elect. For Members-at-Large, D20 needs to seek one junior person and one more senior for a total of at least four candidates. The goal is to have candidates solidified by February, so their statements can be sent to both the D20 newsletter and APA.
- XII. Social Media Report - Lisa Hollis-Sawyer reported that we have 206 Facebook members and 274 LinkedIn members. She has been working with students to see what might drive traffic and has identified several potential vehicles (e.g., interactive polling, career success profiles, chat rooms with options to meet a mentor, live streaming of video content). Other suggestions from members included coordinating links across platforms and exploring how to connect Newsletter features to social media.
- XIII. Fellows Report – Allan Stevens indicated that the Fellows' list needed to be checked for updates of both present and past Fellows. D20 should also recognize Fellows that have passed away with "in memorial" status (keep name on list, using an * for designation). Discussion followed about how to manage Fellows whose membership was no longer active. It was suggested that they be given an opportunity to renew so as not to lose their Fellow status. Currently there are no applicants. As in the past, we need to use a high touch personal approach to encourage members to submit applications. As well, we need to encourage current Fellows to reach out to colleagues to apply. The deadline for applications is Dec. 1, 2017. Alan's office can help interested individuals with the application process.
- XIV. Council Report – Pat Parmelee, Susan Whitbourne reported that at present there was no new information to discuss.

Respectfully submitted,
Joann M. Montepare, D20 Secretary
jmontepare@lasell.edu

Student News, continued from p. 9

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Membership Committee Report

Submitted by Gloria Luong, Chair

This past fall and winter, we hosted a membership drive for new members to join Division 20 for this 2018 calendar year. Each new member, as well as each Division 20 member who referred a new member, received an entry into a drawing for one of two \$25 Amazon gift cards. Congratulations to the winners, who were chosen by randomizer.org:

Megan Jordano, University of North Carolina at Greensboro (new member)

Nicola (Nicky) Newton, Wilfrid Laurier University (Division 20 member who referred new members to join)

It's not too late to renew your membership. Visit the following website: <http://www.apadivisions.org/division-20/membership/index.aspx> and renew today.

Please welcome our newest Division 20 members (who joined as of November 2017)!

Please join me in welcoming our newest Division 20 colleagues!

Lynn Adams*	Lindsey Horta*	Cara Santa Maria*
Richard Adams*	Dustin Jones*	Brandon Scarlett*
Sarah Afromowitz*	Harpa Jonsdottir	Monica Scicolone*
Matthew Alwood*	Megan Jordano	Mona Shah*
Ashley Bangert	Benjamin Katz	Sitara Shanmugam*
Antoinette Bogan*	Vaida Kurseviciene*	Arushi Sharma*
Morgan Boggess*	Lori Katzman	Stephanie Simpson*
Kellie Brown*	Laura Lammers*	Donald Skinner*
Lori Burkett	Kevin Lancki*	Ronald Smith*
Skylee Campbell*	Liv LiaBraaten*	Robert Staples
Alfonso Caracuel	Kaleigh Ligus*	Danielle Stepien*
George Carson*	Peter Louras*	Allison St. John
Preet Chauhan*	Emma Mathias*	Megan Stranski*
Alexandra Christiansen*	Sherri Matteo	Daniel Sullivan*
Faith Cruz*	Lori McEachern*	Madhuvanthi Suresh*
Christine Curley*	Allison Midden*	Leah Sutton*
James Curley*	Jennifer Miller*	Byron Tharpe
Kevin Davies*	Da Yeoun Moon*	Gim Toh*
Beate Davis*	Briana Natal*	Adriana Torres Crespo*
Nicole Dawson	Jeremiah Nazarkewycz*	Cindy Tsotsoros*
Rachael De La Torre*	Aaron Ogletree*	Daniel Wachtel
Merle DeLong*	Meagan Peters*	Princeanna Walker*
Vonetta Dotson	Joseph Peterson	Frank Wickers
Paloa Garcia Rodriguez*	Jane Rimmer*	Jenna Wilson*
Taylor Gray*	Kevin Roessger	Jennifer Yeoward*
Laura Gronemeier*	Laura Rohm*	Jing Yuan
Jennifer Hambleton*	Brad Rosenfield	Kathryn Zeltinger*
Alrick Headley*	Rosellen Rosich	
Sarah Henderson*	Lindsay Rotblatt*	
Courtney Hess*	Annamaria Rudderow*	
Patricia Hopkins*	Hassan Sadeghi*	

*Denotes Student Affiliate

Feature Article, continued from p. 8

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Hannah M. Bashian, M. Ed., is currently a third year counseling psychology doctoral student at Lehigh University. Her research interests include ageism among middle age adults, late life depression, and LGBTQ experiences in late life.

Anastasia E. Canell, B.A., is in her first year of Lehigh University's Counseling Psychology doctoral program. Her research interests focus on the resilience and wellbeing of older adults. She is also interested in the psychosocial effects that Alzheimer's disease and other dementias have on individuals, caregivers, and families.

Nicole L. Johnson, PhD, is an assistant professor in the Department of Education and Human Services at Lehigh University. Her research is dedicated to the exploration and implementation of prevention programming (primary, secondary, and tertiary) for gender-based violence (e.g., rape, intimate partner violence, violence against gender and sexual minorities).