

Adult Development & Aging News

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Adult
Development
and Aging

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President's Message

Dear Division 20,

I hope all of you are having a wonderful summer! I am excited to see many of you at the 2018 American Psychological Association (APA) annual convention from August 9th to 12th! The Division 20 Program Chairs (Drs. Allison Bielak and Tina Savla) have assembled a fantastic program that features exciting intra- and inter-division content. I extend a warm invitation to all Division 20 members who regularly attend the annual APA convention, as well as those who perhaps have not done so recently, to join us in San Francisco! I particularly welcome first-time attendees as well as those who are still thinking about a Division home...I hope you find Division 20 proves a worthy fit.

By way of Division updates: my main Presidential initiative has been to ensure the sustainability of Division 20 in the face of ongoing membership challenges. To this end, Division 20 created the Division 20 Fund, which I am happy to report is now an official fund that can accept formal pledges. The Division 20 Fund will provide support to graduate students and early-career psychologists interested in adult

development and aging via travel stipends, awards, and similar initiatives to better engage the future of APA Division 20.

The Executive Committee of Division 20 agreed to establish a Division 20 fund this past Fall in collaboration with the American Psychological Foundation (APF) to seed an initial \$20,000 to ultimately result in a \$100,000 endowment fund. This Division 20 Fund will eventually support a number of early career outreach efforts. I think many of us point to Division 20 as an important professional home that has helped each of us to build and advance our understanding of adult development and aging.

For me personally, Division 20 has served as an important anchor that allows me to continue to identify with my intellectual roots as a psychologist although my academic affiliations have ranged from nursing to public health. I wanted to give similar opportunities to other early career psychologists to call Division 20 "home," and I



Joseph Gaugler
Division 20 President

think the Fund can help do that!

We (myself, Sue Whitbourne, Michael Marksiske, and Karen Frye) are currently conducting focused calls to potential donors, and we likely will continue our fundraising outreach efforts in the upcoming months. **If you are interested in donating or learning more, please do contact me at gaug0015@umn.edu or 612-626-2485** and I am happy to share more details. We have signed an agreement with APF, and we tentatively have 5 years to raise funds towards our \$100,000 goal. If Division 20 does not meet its goal, APF would confer with the Division and distribute the funds to accomplish as

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

Deadlines for submissions are:
September 1
March 1
June 1

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nearly as possible the Fund's charitable purpose and intent. Their agreements do not state that the Division can request an extension, but that is what has happened in similar cases. I am thrilled to share more with you about the progress of the Fund at APA this August!

There are a number of other exciting developments. I wanted to thank all of you for completing the Division 20 Mentee and Mentor surveys that the two members of our Early Career Psychologist Task Force, Courtney Polenick, PhD, and Nicole DePasquale, PhD, disseminated in April and May. We received over 20 potential mentees and 20 potential mentors!

Our next steps will be to match potential mentees with mentors; Drs. Polenick and Pasquale will also be sharing some important resources. We hope to schedule an informal meeting for mentors and mentees as well as anyone else that is interested in early career mentorship at the APA convention this August. In addition, we are potentially planning a webinar or similar event for those interested in the mentoring tips. Please do join me in thanking Drs. Pasquale and Polenick for their excellent leadership on the Early Career Psychologist Task Force!

We have made some additional process improvements to how we update information on the Division web page. All webpage update requests **from D20 Executive Committee (EC) members** can be emailed directly to Merrill Miller at APA with a copy to the Division 20 webmaster Tony Sterns and to the Presidential Trio (myself, Michael Marsiske, President-Elect; and Manfred Diehl, Past-President) for informational/monitoring purposes.

We believe this new communication process will result in expeditious page updates that more closely reflect the changes/initiatives the various Committee chairs are engaged in at any given time. We thank Tony Sterns for his ongoing leadership as Division 20 webmaster as well as Merrill Miller at APA for continuing to improve our web site. This will certainly be a point of emphasis of Dr. Michael Marsiske's Division 20 Presidency next year, and we look forward to creating a dynamic website for the Division.

I hope you are as excited as I am about the upcoming APA convention, and the

Program Committee of Drs. Allison Bielak and Tina Savla have assembled a wonderful series of events. Among the featured events is the symposium "From Cradle to Grave: Are Early Life Traumas Reversible in Later Life" (Thursday, 8/9, 11AM-12:50PM) that will examine continuity and discontinuity theory via a truly lifespan perspective. In addition, I will be moderating "How Has Psychology Prepared You for Aging?" (Friday, 8/10, 10AM-10:50AM), a panel discussion of how practitioners and scientists of psychology have navigated adult development and aging themselves. Dr. Steve Zarit will discuss a series of papers in the symposium "New Frontiers in Biopsychosocial Research and Stress Interventions" (Saturday, 8/11, 9AM-10:50AM) that will offer exciting perspectives on intervention modalities across the lifespan. On Saturday, 8/11 from 4PM-5:50PM, "A Guide to Best Practices for Running an Intervention" will offer insights into the critical details on how to successfully conduct an intervention. These are just the featured events! The Division 20 Program

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Membership Committee Report

Submitted by Gloria Luong, Chair

Don't forget: you can renew your membership in Division 20 or refer others to join with the following link: <http://www.apadivisions.org/division-20/membership/index.aspx>

Please welcome our most recent Division 20 members (who joined through April 2018):

Please join me in welcoming our newest Division 20 colleagues!

Erin Abrigo	Xianmin Gong	Megan Obert
Jennifer Andrews*	Adetola Grillo	Urvi Paralkar*
Megan Barclay*	Tara Gruenewald	Didem Pehlivanoglu*
Lorraine Bennett*	Charles Hasson	Marchelle Pertilla*
Toni Bisconti	Stephanie Hicks*	Jessica Price*
Sophia Braha*	Scarlet Ho	Cathryn Richmond*
Selina Breshers*	Stancil Hutchinson	Jesus Rivera*
Carolyn Brinkley*	Angela Johnson*	J. Robertson
Phyllis Bryant*	Yuliya Johnson*	Stephanie Robinson*
Kimberly Capp*	Amanda Kesselring*	Patricia Ross*
Katie Card*	Seung Kim	Carlos Santell*
Deborah Carson*	Alex Kupchik*	Michael Scullin
Jillian Chase*	Shirley Leanos*	Amy Shah
Pamela Chollet	Hannah Lucas*	Nancy Sin
Stephanie Christenson*	Kathleen Lynch	Tonyas Smith*
Jennifer Christopher*	Jodie Maccarrone*	Juliet Sobering*
Kelly Cichy	Ryan Mace*	Robert Staples
Lindsay Conner*	Margaret-Anne Mackintosh	Jenessa Steele
Damaris Cordero-Acevedo*	Angela Mann	Ann Steffen
Denise Crocker*	Kathleen Matthews	Joseph Stewart*
Anne Day	Gabrielle Maya*	Brad Taylor*
Megan Dolbin-MacNab	Alvin McDonald*	Kelsey Thomas*
Christine Duranso*	Eleanor Melanson*	Heather Tompkins*
Kenneth Elliott	Teresa Moore	Amanda Twigg*
Sheina Emrani*	Christina Mu*	Andranik Vasilyan*
Candich Farrar*	Blondyne Mukoko*	Thomas Vorwerk*
Zelda Fleming*	Elizabeth Munoz	Alison Walls
Lauren Fredriksen*	Maria Munoz Cunio	Madison Williams*
Joey Ganem*	Farzaneh Nabavi*	Suzy Wise*
Patricia Garcia*	Danielle Nadorff	Janet Yanez*
Alyssa Glover*	Ellen Nichols	Diana Zamora*

*Denotes Student Affiliate

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Preview available on pages 4-5 of this newsletter PDF and online at <https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/2018-APA-Convention-Div-20.pdf> demonstrates the great depth and breadth of programming at APA again this year!

To all of my friends and colleagues at Division 20: I wish you a productive, relaxing, and rejuvenating summer, and see you at the Convention!

2018 APA Annual Convention Program Report

Submitted by Allison Bielak and Tina Savla, D20 Program Co-Chairs

The D20 Program for the 2018 APA convention in San Francisco (August 9th – 12th) has been finalized, and we hope you enjoy it! Our program includes a broad range of exciting and innovative programming, including 4 collaborative programming sessions, 5 symposiums, 2 paper sessions, 1 conversation hour, and 2 poster sessions. Sessions reflect both basic and applied research findings along with important clinical and public policy implications. Other key sessions to note include the Baltes Distinguished Research Achievement Award; the Presidential Address; and the D20 Fellows Address. APA 2018 will offer several opportunities for Division 20 members to network and socialize. We will be co-hosting a D20 social dinner with D12 and PLTC on August 9th (Thursday) at The Stinking Rose. Our D20 Awards Ceremony and Social hour will be Friday August 10th from 6:00-7:50pm. Please review Division 20 program for more information: https://www.flipsnack.com/division20/apa-program-preview_june2018.html

We look forward to seeing you in San Francisco!

APA 2018

Division 20 Event Schedule

Thursday, 8/9

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

10:00 AM - 10:50 AM
Symposium: You're Only as Old as You Think *

6:30 PM – onwards
Division 20 Members Dinner with Division 12-Section 2
and Psychologists in Long Term Care (PLTC)
The Stinking Rose

Friday, 8/10

11:00 AM - 12:50 PM
Symposium: From Cradle to Grave: Are Early Life
Traumas Reversible in Later Life? *

12:00 PM – 1:50 PM
Symposium: Understanding and Promoting Resilience
in Family Caregivers

12:00 PM – 12:50 PM
Collaborative Program: Neuroscience of Creativity
Co-sponsoring Divisions 3, 6, 10, 21

2:00 PM – 2:50 PM
Skill-Building Session: Introducing a New Tool to Help
Mentors Guide Students to Critical Careers in Aging

3:00 PM – 3:50 PM
Division 20 Fellows Address: Dr. Shevaun D. Neupert

8:00 AM – 8:50 AM
Paper Session: Stress Management Strategies for
Older Adults and Caregivers

9:00 AM – 9:50 AM
Poster Session: Adult Development and Aging - I

10:00 AM - 10:50 AM
Conversation Hour: How has Psychology Prepared You
for Aging?

11:00 AM – 11:50 AM
Baltes Distinguished Research Achievement Award: Dr.
Carol D. Ryff

4:00 PM - 4:50 PM
Business Meeting

APA 2018

Division 20 Event Schedule, continued

Friday, 8/10, continued

5:00 PM - 5:50 PM
Presidential Address: Dr. Joseph Gaugler

6:00 PM - 7:50 PM
Awards Ceremony and Social Hour

Saturday, 8/11

8:00 AM - 8:50 AM
Paper Session: Multiple Pathways to Resilient Aging

9:00 AM – 10:50 AM
Symposium: New Frontiers in Biopsychosocial Research and Interventions for Stress and Coping *

10:00 AM – 11:50 AM
Collaborative Program: Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality
Co-Sponsoring Divisions 17, 39, 43, 45

11:00 AM - 11:50 AM
Poster Session: Adult Development and Aging - II

12:00 PM – 12:50 PM
Collaborative Program: Veteran Mental Health: Lifespan Perspectives and Evidence-based Approaches
Co-sponsoring Divisions 12, 18

4:00 PM – 5:50 PM
Collaborative Program: A Guide on Best Practices for Running an Intervention: Implementation and Analysis
Co-Sponsoring Divisions 5, 7, 12

Sunday, 8/12

10:00 AM - 10:50 AM
Symposium: Arts- and Media-based Approaches in Promoting Health and Well-being for Older Adults

**Sessions offering CE credits*

Other Sessions of Interest

Saturday 8/5

9:00AM – 10:50AM
Getting Funded without Getting Burned Out: An Interactive Mentoring Workshop
Co-sponsored with Division 40

9:00 AM – 10:50 AM
Maintaining a Competitive Edge through Publication Success: Strategies for New Investigators
Co-sponsored with Committee on Early Career Psychologists

4:00 PM – 5:50 PM
Current and Emerging Cognitive Interventions: Environmental, Behavioral & Technological Development
Co-sponsored with Division 40

(see <http://www.apa.org/convention/program-search.aspx> for more sessions)

Upcoming APA Convention Dates and Locations

August 8-11, 2019
Chicago, IL

August 6-9, 2020
Washington, DC

Elections Committee Report
Submitted by Julie Hicks Patrick and Patrick Hill, Co-Chairs

Thank you to those members who were willing to serve the Division by running for elected seats on the Executive Committee. Thank you, also, to the 195 members who voted!

APA has tallied and verified the following results, with terms to begin in August 2018 at the Convention:

President Elect:

Jennifer Margrett, PhD
Iowa State University, Human Development and Family Studies

Members-at-Large for 2018 to 2021 term:

- 1) Kelly Cichy, Life Span Development & Educational Sciences, Kent State University
- 2) Nancy Sin, Center for Healthy Aging, Pennsylvania State University

Thank you to those individuals rotating off the Executive Committee, especially Manfred Diehl.

A note from your Division 20
Newsletter editor ----

Do you enjoy reading this PDF version of the newsletter? If so, please drop me an email (caskie@lehigh.edu) to let me know what you find valuable about this format. I am aiming to determine whether moving to a website-only version of the newsletter would be sufficient or if members still value receiving their newsletter in a PDF format.

TEACHING TIPS

Increasing Fluency and Mastery of Methodological and Statistical Techniques in the Classroom using CARMA

Submitted by Rebecca Olson

The Consortium for the Advancement of Research Methods and Analysis (CARMA) is a video web-cast series and resource center for faculty, students, and professionals to further their knowledge of methodological and statistical techniques. The CARMA website, currently under the direction of the University of Nebraska – Lincoln, has a comprehensive library of instructional videos on a variety of methodological topics. In addition, CARMA provides a series of short courses that are included with a subscription. These short courses include topics such as structural equation modeling, meta-analysis, and data mining with R. Below is a brief review of Module One, *Research Methods for the Global Classroom*, a research methods education program provided by CARMA.

I was interested in completing CARMA's Module One for a variety of reasons. First, the course covers a wide range of methodological techniques of which every researcher should be familiar. These topics include suggestions for developing a measure, handling missing data, and considering measurement issues such as power and reliability. Statistical analyses are also discussed throughout the module including regression, moderated mediation, and hierarchical linear modeling. Finally, the course provides suggestions for publishing a variety of different articles such as qualitative research and meta-analyses. Module One provides a good basis for discovering or "brushing up" on these techniques and may motivate researchers to seek additional resources for continuing education.

The second characteristic of CARMA's Module One that was appealing to me was its relevance to an interdisciplinary background. Many of the speakers of these videos are from a management and organizational sciences research background allowing psychologists, as well as other social science researchers, to answer their own research questions using new techniques, learn additional approaches to measurement, and gain recommendations as to how to publish their work. For example, *Practical Issues in Developing a Measure* addresses issues such as when to develop a new measure, self vs. other report of a construct, and

establishing reliability and validity. Other videos such as *Hierarchical Linear Modeling* (HLM) provide information regarding the best uses of HLM, basic steps to performing the analysis, and software suggestions for running HLM. I completed this course toward the end of my graduate school career and upon entering the job market. I found the information very relevant to my own research and was able to discuss my experiences during interviews. Overall, the videos are well suited for any researcher seeking to hone their methodological and statistical knowledge and skills.

In addition to the wide range of content the *Research Methods for the Global Classroom* videos offer, helpful supplementary materials are also included in the course. Each video is paired with a corresponding PowerPoint presentation, a list of additional resources, and a quiz to test the watcher on video content. However, accessing this CARMA course also presents a number of challenges. First, CARMA subscriptions are only available at the University level. This means that any affiliate of a subscribing University may access these resources for free, yet individual memberships are unavailable. Additionally, although the resources that CARMA provides are useful, they are not always user-friendly. Specifically, some videos only appeared when using the internet browser "Internet Explorer" while other videos only appeared while using "Google Chrome". This caused some confusion when accessing all of the Module One videos. A few of the quizzes are also problematic in that the correct response does not always register as correct in the system. Finally, two of the corresponding PowerPoint presentations were not accessible through CARMA (i.e., Lessons 12 & 14). However, these minor challenges should not deter a researcher from accessing and benefiting from CARMA courses.

Overall, Module One of CARMA may serve as a very valuable resource to researchers from a variety of backgrounds. CARMA videos may be particularly useful to faculty seeking to continue their methodological

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education or for graduate students pursuing advanced understanding of methodological techniques. CARMA also offers a video library of over 100 methodology videos, short courses, and other resources providing a wide breadth and depth of content and utility. Videos that may be of particular interest to developmental researchers include *Longitudinal Data Analysis*, *Meta Analysis and Structural Equation Modeling*, and *Experience Sampling Methods*. Researchers from a range of interdisciplinary fields are encouraged to consider subscribing to and participating in CARMA webinars and trainings.

Although this resource is somewhat more specialized than typical *Teaching Tips* offerings, there is value in updating our classroom approach when possible, and

this resource could be of much value in the classroom and lab. While it is relatively difficult for individuals to adopt without university buy-in, those able to justify the time and effort may find it worthwhile. Overall, finding ways to educate, update, or refresh our research-based skills are helpful to us as individuals, professors, and researchers.

Rebecca Olson is a recent graduate of the doctoral program in Life-Span Developmental Psychology at West Virginia University.

Scientific Research Network on Decision Neuroscience and Aging (SRNDNA) Grants

The Scientific Research Network on Decision Neuroscience and Aging (SRNDNA) will award 2-3 grants up to \$30,000 in 2018 to junior researchers or senior researchers new to the area. The proposed research must focus directly on adult development and aging or on life course decisions that improve health and well being in old age. Applicants do not have to be US citizens but have to be at a US institution.

More info here: <https://www.decisionneuroaging.network/funding/>

Please submit a 3-page proposal, a 1-page line-item budget, and NIH biosketches for all key personnel as a single PDF document via email to funding@srndna.org. The \$30,000 budget limit is for direct costs; the budget should indicate the F&A (indirect cost) rate that your institution has negotiated with NIH for 2018.

The application deadline is August 1, 2018.

Proposals will be reviewed by a small group of anonymous network affiliates and scored following NIH/CSR guidelines. Applications scored in the top 50% will receive complete scores and comments using NIH score sheets. We expect funding decisions will be made by September 2018.

If you have questions, feel free to contact the SRNDNA Co-Director, Nichole Lighthall, PhD, via email at nichole.lighthall@ucf.edu.

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STUDENT NEWS

Science Communication with Diverse Audiences

Submitted by Victoria Marino, BA and Deanna Dragan, BA

Effective science communication with diverse audiences involves translating complex information into a language and format that non-experts can understand. It is a difficult but valuable competency for graduate students pursuing a career in adult development and aging to develop. However, many graduate students lack training in communicating research to the public. Most of our formal training focuses on communicating research to our scientific peers via academic manuscripts, poster presentations, conference talks, and grant proposals. Here we discuss outlets and tools for communicating research to diverse audiences such as the general public, community stakeholders, and policymakers and give tips for graduate students wanting to develop skills in this area.

What science communication outlets and tools should graduate students utilize?

Kuehne and colleagues (2015) recommend the following traditional and non-traditional outlets and tools for graduate students to communicate research beyond their academic peers: *electronic media* (websites and social media, podcasts and YouTube, personal blog, contribution to widely read blog), *print media* (letter to the editor, opinion article, print or specialty article), *policy communications* (agency talk, newsletter for agency, contact policymakers), and *traditional public outlets* (talk to special interest group, newsletter for special interest group, public talk, interview with university media or local media). They suggest considering your target audience and goals of the communication when selecting among these tools. Goals for communication might be improving your skills in writing or public speaking, or increasing science literacy in the general public. Regarding social media, Twitter has been one of the most successful platforms for increasing visibility and has been strongly recommended. Researchers can tweet about various subjects such as their recent research findings, opinions on a study, news relevant to their field, and new developments in the field.

What are some tips for communicating research to diverse audiences?

Get to the point quickly. You risk losing your audience's interest by leading with too much background and supporting points before delivering the bottom line. Present key points and findings and explain their significance (the "so what?" of the research) early on.

Don't expect numbers to speak to your audience; create a narrative from the data that focuses on people. Some audiences will more readily appreciate the relevance and significance of your research if you frame findings within a story about the people behind the numbers. You may even consider skipping numbers when possible. "About half" is more intuitively understood than "49%".

Resist the urge to overload your audience with information. Leave out technical terms and acronyms and include only core information necessary for understanding. You can always expand on points or give additional details later in answering questions or upon request.

Use conversational wording or wording at an 8th grade reading level. Your audience may include people with varying levels of education and familiarity with the topic, and people whose first language differs from yours. Minimize issues with comprehension by paying attention to wording. How would you explain your work to a stranger on the train? A smart teenager? Your grandmother?

Don't worry about "dumbing down" the research. A clear and simple explanation is always more appropriate than a convoluted one and reflects your deep level of understanding of the topic. Analogies and

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metaphors can help here with translating complex topics.

Help your target audience find you. For example, when communicating via electronic media like websites, personal blogs, and social media, use keywords and hashtags to help the communication reach your target audience.

Identify your goals of the communication. What are your goals and intended outcomes of the communication? Do you aim to develop core skills? Gain confidence in your work or recognition in the field? Network? Disseminate new knowledge? Increase awareness or support of an issue? Reduce the disconnect between scientists and the general public? Identifying your goals can help you select an appropriate outlet and communication tool.

Think back to what excited you about this work. Beyond disseminating information, your objective should be to get your audience excited about the work you're doing. Think back to why this question or problem captured your attention and inspired you and infuse that into your communication.

Make interactions with the public a positive learning experience for you and your audience. Create positive interactions between you and the target audience by encouraging questions and responding to them in a positive and respectful manner. When possible, gather feedback from the target audience and use it to guide future communications.

How can graduate students develop skills in effective science communication?

University-run training programs in science communication. These programs generally consist of workshops, seminars, and exercises focused on improving written and verbal communication skills and translating research to a general audience. See Table 2 in Kuehne et al. (2015) for a list of programs.

Teaching or guest lecturing. Some graduate programs require or encourage graduate students to become

teaching assistants or instructors during their training. In addition to improving oral communication skills, this can provide opportunities for practicing translating complex information to a diverse audience.

Practice communicating research to familiar non-expert friends and family. This is a way to practice science communication skills in a low-pressure context. Your friends and family are likely interested in knowing more about what it is you do. Practice talking to them about your work. They can provide feedback about whether or not the language and approach you're using is clear and effective.

What are personal benefits of science communication for graduate students?

Sustained perspective of the bigger picture. Most graduate students in the field of adult development and aging want to improve the lives of older adults and their families. However, we rarely see that our individual work has an impact because a lot of the research we do is collaborative, complex, and slow-moving. It's possible to begin to feel dissatisfied or less motivated as a result. Science communication forces us to refresh our perspective, look at our work from a new standpoint, remember why it is exciting and important, and convince others of its relevance. In doing so, it becomes more clear how our collective contributions move the field forward and make an impact.

Multidisciplinary collaborations and career development. Translating complex information to non-experts involves thinking about the same topic in new ways and engaging with other professionals. This can provide a context for networking as well as idea synthesis, which could lead to future collaborations. It's also a chance to increase societal support or gain recognition for your research, which is vitally important for researchers who depend on public money to obtain research funding and advance their careers.

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What are societal benefits of science communication?

Opportunities to voice expectations and concerns about research. Science communication increases interaction between scientists and the general public. This creates opportunities for the public to talk to researchers about their expectations such as information dissemination about upcoming areas of research and new discoveries, or concerns such as potential risks to participants and others using new knowledge for harm.

Increased access to information and changes to policy or practice. Without science communication, research findings would remain in labs or within academic circles unable to make a broader impact. Effective information dissemination can improve science literacy in the general public simply through education. It can also help government officials make informed decisions about changes to policy, practice, or program funding.

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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!