

Adult Development and Aging News

April 2024 issue

Co-Editors: Julie Blaskewicz Boron, PhD, & Suyoung Nah, PhD

PRESIDENT'S COLUMN

Strength in Numbers

Grace I. L. Caskie, PhD, Division 20 President

Over the past few months, I've been reflecting on how Division 20 can amplify our voice to better convey the message that issues related to adult development and aging are vital to the conversations that occur across a wide variety of platforms, but especially within APA itself. What are the strengths that we have as collective group of psychologists with shared interest in adult development and aging? How can we come together in more visible ways to promote the aims of our division?

Among the 54 APA divisions, Division 20 (Adult Development and Aging) is not the largest division, but we are also not the smallest. We currently have 971 members, which consists of 502 regular members (of whom 234 are dues-exempt), 142 fellows (of whom 93 are dues-exempt), 20 professional affiliates, 19 associate members (of whom 10 are dues-exempt), 11 international affiliates (of whom 2 are dues-exempt), and 277 student affiliates (204 of whom are enjoying their first year of membership free of charge). We are also truly a lifespan division with members ranging from 20 years old to 80+ years old.

Imagine what we could do if all 971 members of Division 20 engaged actively with the mission and purpose of our division! So many important issues and tasks clamor for our attention these days that "doing it all" is just not possible. But, we can make strategic choices as D20 members to highlight the importance of studying and understanding adult development and aging.

One example is the APA apportionment ballot process. This year, only 308 of the D20 members eligible to vote cast their ballot --- imagine what an impact we could have and what we could accomplish if we could even double the number of D20 members participating in the apportionment!! Specifically, D20 has been successful for many years at maintaining our two seats on the Council of Representatives, but with more of us taking the 5 minutes necessary to complete the apportionment ballot (and ideally, give all 10 votes for D20!), we might even secure a third seat, which would increase our opportunity to bring adult development and aging into important conversations and decision-making processes at APA. Recently, our council representatives Maggie Syme was instrumental in ensuring that the new guidelines for practice with older adults were passed by Council.

Another example is D20 members volunteering to serve, or be nominated to serve, on more APA committees, boards, etc. Their presence ensures that the voice of aging is included when important issues are being discussed. For example, D20 members currently do and should continue to serve on the Committee on Aging (CONA; <https://www.apa.org/pi/aging/cona>). Importantly, CONA reports to the Council of Representatives (<https://www.apa.org/about/governance/council>), on which we are expertly represented by D20 members Maggie Syme and Bill Haley, through the Board for the Advancement of Psychology in the Public Interest (BAPPI; <https://www.apa.org/pi/boards-committees/bappi>). Groups like Council and BAPPI consist of APA members with a wide range of interests, and some may not have considered how aging may intersect with their discipline. Highlighting the intersection of aging with other identities and constructs is key to our success.

Finally, mentorship brings new individuals and new voices to Division 20. D20 members have many places and causes that they can choose to support financially. To support the future of those who study adult development and aging, I encourage you again to support our mentoring efforts by contributing to the K. Warner Schaie Memorial Fund for Adult Development and Aging (<https://apf.apa.org/donate/donate-online/>) to help us complete the necessary fundraising by the end of 2024. Also, you can support D20 by encouraging your students to join D20 and – importantly – retain their D20 membership after the first free year and by volunteering to participate in the Mentor Match program.

D20's strength lies in our numbers --- our 971 members! --- but also in our ability to show others how aging intersects with so many other issues. By working strategically, we can amplify our division's voice within APA.

FEATURED ARTICLE

What Role Should Age Play in a Presidential Election?

Manfred Diehl, PhD

As the United States of America approach the next presidential election, the age of the two presumed candidates for the highest office in the nation, current President Joe Biden and former President Donald J. Trump, has increasingly become a topic of public debate. Why is this and what can researchers in the field of adult development and aging contribute to this debate?

Why has the age of the two anticipated candidates become a focus in the public debate? The answer to this question becomes clear when one looks at the ages of previous presidents at inauguration. A historical review shows that the median age of all U.S. presidents at inauguration is 55 years. This is a considerably younger age than would be the case when the next president would be inaugurated. If Joe Biden were elected to a second term in November 2024, he would be 82 when sworn into office in January 2025. If Donald J. Trump were elected, he would be 78 years old on inauguration day. Both candidates were the two oldest presidents in U.S. history when they assumed office the first time: Biden at age 78 and Trump at age 70.

Although age has never been a major topic in presidential elections before, in today's climate of societal division, partisanship, and social media frenzy it has become a topic—often with an ageist undertone. Namely, with the unspoken implication that a certain age should perhaps automatically disqualify a candidate from running for the highest office in the country. Ironically, the presumed candidates are only 4 years apart, but very little consideration is given to this fact and whether being 4 years apart makes a significant difference.

What can researchers in the field of adult development and aging contribute to this public debate? First, psychologists who study adult development and aging can remind the public that chronological age is in research studies often found to be a so-called empty variable. That is, across the adult lifespan, age is often not the most relevant variable to predict whether a person can perform a job in a competent way or what a person's level of cognitive functioning and overall competence look like. Other variables, such as level of education, physical health (e.g., absence of cardiovascular and cardiometabolic disease), occupational status, performance on cognitive tests, or mental health, tend to be more predictive of a person's overall functioning than age. Better predictive variables would also include whether an individual has had the opportunity to develop expertise in a certain area of functioning, such as professional achievement or accumulating a solid amount of world knowledge. For example, a competent president should be expected to have considerable expertise in the areas of government (e.g., how government agencies work), national leadership (e.g., how the federal government and state governments interconnect), and international relations (e.g., how the U.S. is connected to other nations). Furthermore, a competent president should be able to understand complex and multifaceted problems so that s/he can make quick and accurate decisions for the benefit of the American people and the rest of the world.

Second, although it is well-documented that the so-called “fourth age” (i.e., age 85 and older; Baltes & Smith, 2003) is associated with an increased vulnerability in terms of physical and mental health, aging researchers also need to remind the public that there are great interindividual differences among adults in that age range. For example, one person may show serious cognitive impairment due to dementia by the age of 70, whereas another person at age 85 is still quite cognitively sharp and may run their business successfully. One of these latter specimens, for example, is Warren Buffett, the well-known investor, co-founder, chairman, and CEO of Berkshire Hathaway, who is currently 93 years old but is still functioning at a very high level. There is plenty of evidence from psychological aging research that refutes using a simple number as an equivalent for a person’s competence and achievements. Such a determination should be made through a careful assessment of an individual’s actual performance capacity, including a comprehensive assessment of the person’s cognitive and neuropsychological functioning.

Third, in the current public debate the question has been raised whether candidates who run for political office and are of a certain age should be subjected to mandatory cognitive testing. On the surface this may look like a legitimate suggestion to many. However, upon closer examination things do not look so straightforward and may not be so legitimate. Indeed, several reasons speak against such a call. First, who would determine what the recommended age would be for when such testing would become mandatory? Second, who would determine what tests should be administered, who would administer them, and how should the results from such tests be used? Regulations regarding the privacy of medical and psychological records (i.e., HIPAA-like rules) may supersede the public’s interest and need to know. Such a requirement may also deter otherwise completely capable, motivated, and experienced individuals from running for an office in which they could possibly do a great deal of good for their constituents. Third, in this context it also needs to be emphasized that simple cognitive screening tests, such as the Mini Mental State Exam (MMSE) or the Montreal Cognitive Assessment (MOCA) test, are not sufficient to determine a person’s cognitive competence in a comprehensive way. These tests are screening tests that can distinguish individuals with mild cognitive impairment or early dementia from individuals who are seemingly cognitively intact. However, a battery of cognitive and neuropsychological tests, which involves multiple hours of testing, is required to determine a person’s cognitive capacity in a comprehensive way. Taken together, these reasons suggest that a call for mandatory cognitive testing is rather unreasonable and does not solve the issue of whether a certain age should disqualify a candidate from running for a high political office.

Finally, it is also important to point out that the current public debate about the presidential candidates is tinged with a good amount of ageism—the prejudice against and discrimination of older adults based on negative age stereotypes (Levy, 2022). Although the U.S. society has made great progress in terms of fighting and calling out incidents of racism and sexism, ageism seems to be one of the last socially acceptable prejudices (Weir, 2023), including that it is quite acceptable to make fun of older adults and basically portray them with broad brush strokes as incompetent and obsolete. That such ageism is quite prevalent in everyday life was reported by Ober Allen and colleagues (2020) based on a national sample of adults aged 50-80. In this survey, 82% of the interviewed adults reported that they experienced one or more forms of ageism in their everyday lives, including that 65% of the adults reported exposure to ageist messages. This exposure is not without consequences as was shown in the same survey. For example, those older adults who reported experiencing three or more forms of everyday ageism had worse physical and mental health than those who reported fewer forms of everyday ageism (Ober Allen et al., 2020). Thus,

exposure to ageist messages and attitudes undermines an older person's well-being and functioning and may be especially undermining to a person's confidence and behavior if it is broadcasted in the media. Here it is also important to note unambiguously that most of the stereotypes and misconceptions that are at the root of ageist messages and behaviors can be refuted based on decades of sound psychological research (Diehl et al., 2020; Levy, 2022).

In summary, how should the general public approach the age question in the current debate regarding the anticipated presidential candidates? First, people should be aware that age itself is nothing but a number and often does not tell us a great deal about a person's competencies. Research on adult development and aging has shown this time and again. Second, knowing this, voters should examine the actual and objective record of the candidates and should make their decision based on a thorough review and evaluation of those records. Third, people should be skeptical about and should resist simple solutions to the age question, such as the call for mandatory cognitive testing for individuals who run for a political office. Such calls may be well-intentioned and may appear reasonable and accurate in revealing objective criteria to determine a person's fitness for office, but they may have other unintended consequences, including that they may deter otherwise highly qualified individuals from serving for the common good.

TEACHING TIPS

Is Psychology of Aging a Model Course for Developing Psychological Literacy? Insights and Activities

Carla M. Strickland-Hughes, PhD, and Nicole Alea, PhD

Psychological literacy means moving beyond “what” about psychology (e.g., content knowledge, methodology, data analysis) to consider “why” what students are learning is important for themselves and for society. Every definition of psychological literacy (e.g., Murdoch, 2016; Morris, et al., 2021) emphasizes that knowledge gained should be relevant: to the self, for adaptive self-understanding and management of effective socioemotional goals; to local communities, so that students have, for example, the skills to fulfill employer’s needs; and relevant to international contexts, so that students have awareness of what is required to become a global citizen. This is a tall order for an entire psychology curriculum (Murdoch, 2016), but a worthy aim. Thus, we recommend evaluating curricula for specific psychology courses and topics uniquely situated to meet the goals of psychological literacy. In this *Teaching Tips*, we suggest that psychology of aging (and late life modules of lifespan development courses) is one of these courses for three reasons.

1. **The content of psychology of aging is self-relevant but distant.** If development progresses, our students will live to be old, very old. When today’s students reach their 60s, the estimated average life expectancy is 88 for biological males and 90 for females (<https://www.ssa.gov/cgi-bin/longevity.cgi>). This means the ‘oldest-old’ today will be the ‘middle-old’ or perhaps the ‘young-old’ of tomorrow. The caveat about the content is that students do not easily see its self-relevance: old age feels distant. Teaching memory loss in late life feels vague because younger adults’ memories are at their pinnacle. Teaching of trials associated with widowhood are difficult to imagine, when most students are not yet married. This perceived distance means that psychology of aging courses must be taught differently to engage students: relevance should be emphasized before the content.
2. **Aging courses showcase relevance before teaching content.** Psychology courses tend to emphasize theory and empirical findings, then have students use the knowledge to consider applications. In courses with aging content, however, the relevance must be explicitly emphasized. Many courses probably do this naturally (or at least adult development and aging textbooks do). The first day of lecture begins with startling statistics about demographics associated with an aging society, the prevalence of ageism, and the myths that people hold about older adults (e.g., by giving a [Facts on Aging quiz](#)). The relevance – convincing students that this course matters for them - comes before the content, the theory and the methodologies. Psychological literacy begins the unfolding of the course.
3. **Aging courses emphasize knowledge needed for professions and relationships.** Psychological literacy also means preparing students well for positive relationships and professional success. Regardless whether students decide to be bankers helping to manage retirement portfolios, physicians and nurses providing care for older adults, or marketing

executives creating advertising campaigns that target old people, they will need skills related to successful interactions with and advocacy for older adult populations (Hancock & Newsham, 2023). Policies about retirement and health care will need to be made from an informed perspective guided by knowledge gained in psychology and aging courses. Increased longevity means that our students will have long-lasting relationships across generations, and likely be caregivers. Aging-related knowledge will be needed so students today will be capable of leading the charge tomorrow.

Activities in Aging Courses to Develop Psychological Literacy

Teaching psychological literacy means that pedagogical approaches need to encourage students to deeply reflect on the adaptive value and implications of course material (Cranney et al., 2022). To meet the demands of an aging world, psychology of aging course objectives, activities, and assessments should be geared towards translating content to applications for the self, relationships, and human condition. Below we provide examples of literacy objectives and associated activities in our own courses (supporting materials available [online](#)) [to help generate ideas for developing psychological literacy in yours](#). These ideas are flexible and inclusive. They have been used in upper-division psychology of aging courses that range in size (e.g., 20-30 students; 120 students), are structurally different (e.g., a hands-on, research-based lab course; an interactive lecture, empirical-readings driven course) and differ in length (e.g., 10-week quarters; traditional semesters). The authors teach at different types of universities (research intensive and liberal arts), and both institutions are minority-serving (AANAPISI and HSI).

(i) ***Activities that use the science of aging to combat ageism.*** Teaching about the science of aging provides a way to reduce ageism and create better global citizens. This can be accomplished with a debate activity in which students discuss whether specific age-based services and programs are ageist (e.g., 55+ housing) based on empirical evidence. Students can replicate empirical work (e.g., Study 1; Lamont, Swift, & Drury, 2021) by thematically coding age stereotypes generated by people of different ages (instructions [part 1](#); [part 2](#)). Measures of age attitudes, such as the Age Implicit Association Test (<https://implicit.harvard.edu>), can make students aware of their implicit biases. Including these types of activities in our aging courses creates opportunities for students to better recognize when they encounter ageism in news outlets, social media posts, and personal experiences, for example, outside of the classroom, and they recognize that research should ground their thinking not stereotypical beliefs.

(ii) ***Activities that create opportunities for intergenerational connections.*** Connecting younger and older adults through structured course activities creates space for students to practice discussing topics across generations, which is useful for workforce participation and negotiating familial intergenerational relationships. These connections can bridge material from the classroom to personal experiences. “Intergenerational Discussions” ([directions](#); [facilitation slides](#)) in which students and older adult community members engage in respectful dialog to exchange questions and share viewpoints on semi-structured course-related topics (e.g., cognitive, physical functioning, relationships) can be conducted in person or via video conferencing. Reflection activities can assess students’ socioemotional gains and intergenerational communication skills. Individual intergenerational connection activities can be scaled up to accommodate the logistics of larger courses with “[Aging Insight](#)” videos, or pre-recorded interviews with diverse groups of older adults about specific course topics (e.g., memory, wisdom). After watching the videos, students can

demonstrate intergenerational literacy via peer online discussion forums.

(iii) Activities that encourage innovative application. Making content relevant means considering how the science of psychology and aging can enhance the lives of older adults today, and for the future. An “Aging Innovation” activity ([directions](#), [slide template](#)), in which students propose a creative idea (e.g., smart cane to predict and modify positioning for falls) to enhance older adults’ functioning can prompt students to consider application. The ideas are grounded in the theories and empirical literature in psychology of aging around a specific topic. The students’ ideas can be showcased via slide presentations that are submitted for assessment, presented to their peers, or even coalesced into an aging innovation symposium. Students are thus gaining presentation development skills and public speaking experiences, while making course-related material relevant.

(iv) Activities that encourage application of empirical research to personal questions. Creating courses with activities that encourage application of empirical research to personal questions or problems is core to psychological literacy. For a “[Successful Aging Exposition](#),” students read empirical research related to a personal question about successful aging. Individually or in pairs, they create their choice of media or other product (e.g., infographic, wiki, podcast) showcasing their answer, prepared for an audience of middle-aged and older adults. Their final products are presented to a lifelong learning group and other visitors from the university in an exposition-style tabled event. This activity promotes several marketable skills, such as effective communication, information management, and creativity. It was designed to help students translate technical information they learned to an educated, laic audience and learn more about an area in psychology they believe is relevant to their personal and/or professional goals.

(v) Activities that foster career exploration. Knowing possible options for careers related to aging and researching those careers may be the penultima expression of psychological literacy. A “[Careers in Aging](#)” activity can directly ask students to consider careers in aging and how aging fits into interdisciplinary careers. Students can review career information from professional organizations (e.g., American Psychological Association’s [Exploring Careers in Aging](#)) and read profiles of aging professionals and online job descriptions, then reflect on the connections to their own career goals and immediate training plans. Students might also interview a person who works in an aging field (see also Hancock and Newsham’s *Teaching Tips*, 2023).

In conclusion, we propose that psychology of aging courses are uniquely positioned to help students’ develop their psychological literacy skills. Like many other psychology courses, the material is intrinsically relevant to everyday life and “real world” issues. However, aging courses explicitly emphasize the topics’ applications to individuals, their local communities, and the greater society immediately at the start. We have shared some examples of our activities to intentionally facilitate psychological literacy in our classes. We hope that you might try some of these activities and share what you are already doing. Looking to the future, we all will need to develop and test clear assessments of psychological literacy that could be used to evaluate students’ progress, as evidenced on these sorts of activities from convocation to commencement.

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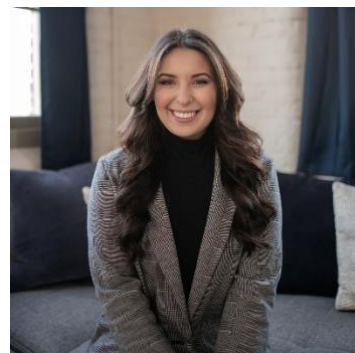
STUDENT NEWS

2024 Graduate Student and Postdoctoral Representatives' Introductions & Their Reflections on Burnout Prevention

Anastasia Canell, PhD, Ben Johnson, BS, and Mackenzie Kirby, BA

APA Division 20's Postdoctoral Representative Introduction:

It is my absolute pleasure to introduce myself as APA Division 20's newest Postdoctoral Representative. My name is Anastasia Canell (she/her) and I am the current postdoctoral fellow in clinical geropsychology at the Veterans Affairs Bedford Healthcare System in Massachusetts following completion of my pre-doctoral internship at the same site. I earned my Ph.D. in Counseling Psychology from Lehigh University in 2023 and was fortunate enough to be mentored by the current Division 20 president, Dr. Grace Caskie, who introduced me to the incredible community and programming of this division. My clinical and research interests include caregiving, end-of-life issues, dementia care, ageism, geropsychology advocacy, and dismantling barriers to access mental healthcare for marginalized older adults. I have previously served as a student representative of the Council for Professional Geropsychology Training Programs (CoPGTP) and the Geropsychology Specialty Council. I also volunteer with the Alzheimer's Impact Movement for Congressional Team MA-07 advocating for priority federal and state policies benefiting those affected by neurocognitive disorders. Following my values of community and advocacy within my role as Division 20 postdoctoral representative, I hope to represent postdoctoral fellows as we navigate the transition from graduate students to early career professionals through increased accessible communication and building networks. Thus far within my role, I have taken on the task of becoming the Social Media Executive and currently manage the new Division 20 Instagram page. Give us a follow at: @APADivision20 on Instagram and Facebook for centralized information about Division 20 programming and initiatives! Post-docs, let's connect (anastasia.canell@gmail.com)!



APA Division 20's Graduate Student Representatives Introductions:

Greetings! My name is Ben Johnson (he/his) and I am a second-year Ph.D. student of Dr. Grace Caskie at Lehigh University's counseling psychology program. My current research focuses on the methodology of measuring age bias. Specifically, I am interested in better understanding how social desirability may interfere with explicit measures of age bias, as compared to implicit and "indirect" measures of age bias. However, when it comes to clinical work, I have a much broader range of interests, which include palliative care and hospice work, counseling regarding death and dying, and general therapeutic interventions. Outside of my studies, my hobbies are a bit more



sporadic. It feels like the change with the seasons, though I have always held baseball and home cooking close to my heart. Typically, if there is a way to get “nerdy” and into the weeds about a topic, I will gravitate towards it! If you would like to reach out to me, here is my email bej222@lehigh.edu, and I am more than happy to talk.

Hello, everyone! My name is Mackenzie Kirby (she/her) and I am incredibly honored and excited to serve APA’s Division 20 as a Graduate Student Representative. Currently, I am a first-year Counseling Psychology Ph.D. student at Lehigh University under the mentorship of our division’s president, Dr. Grace Caskie. I am originally from Western Maryland and earned my B.A. in Psychology from Loyola University Maryland. While in the midst of my undergraduate studies, I took on a caregiver role for a dear family member as they coped with their Lewy body dementia diagnosis. This challenging and emotional journey greatly shaped my career path and solidified my passion for helping individuals and families (like my own) navigate the complexities that accompany a dementia diagnosis. After graduating from Loyola, I embraced a role as a Research Program Coordinator at Johns Hopkins University in the Division of Geriatric Medicine, where I worked on research projects dedicated to advancing the field of Alzheimer’s disease and related dementias. My clinical and research interests include geriatric psychology, aging, ageism, Alzheimer’s disease and related dementias, and caregiver support. I would welcome any opportunity to engage with members of Division 20, so please do not hesitate to reach out anytime. As liaisons between members and the Division’s leadership, Ben and I would be happy to lend a listening ear for members’ ideas and concerns. I can be reached at mak623@lehigh.edu. Looking forward to connecting with you!



Navigating burnout and managing self-care as a doctoral student, by Mackenzie Kirby:

Graduate students (myself included) are often faced with immense and often overwhelming workloads throughout their academic careers. Admittedly, as a first-year, the transition from a typical 9-5 work schedule into the rigorous graduate student schedule was (and still is) quite the adjustment. Our lives are often crammed full of lectures, research projects, advising meetings, graduate assistantships, practicums, and of course the studying and coursework that comes with being a student. Not to mention, the commitments and duties we all have within our personal lives add yet another component for us to juggle. With all of these responsibilities on our plates, it can often feel utterly impossible to find that “work-life balance” we often hear about. Where do we squeeze in moments for peace and joy, especially when this time is often the first to be sacrificed amidst tight work deadlines? Here are three things that I am working towards each week:

- 1. Mental and physical health must be prioritized at the top of the “to-do” list.** I recognize that this is often easier said than done, nonetheless, I cannot emphasize enough how important it is to hold yourself accountable when it comes to prioritizing your mental health and physical well-being. In my own experience, I quickly realized that if I do not schedule time to take a break and care for my body, my body decides to take a break for me... often at the most inconvenient times. To avoid burnout, fatigue, or illness, I recommend adding two things to your day. First, schedule 30 minutes of movement. This includes: walking, running, biking, stretching, dancing, etc. - Get creative! There are so

many ways to move your body. Find the best movement method for you. Second, try your best to get as close to eight hours of sleep as possible. I know it feels impossible sometimes, but we must not forget to give our brains time to rest too.

2. **Find time to escape the workload and do what you love.** We all have those activities in our lives that spark joy and fill our “happy” buckets. What are yours? For me, it is spending time with the people I love, painting, and curling up with an adventure-filled book. Leisure activities like these boost serotonin levels in our bodies, which is key when avoiding the commonly felt “weekday blues” and “Sunday Scaries.” Remember, you are not alone.
3. **Be mindful, reflect, and adjust.** As graduate students, our schedules are constantly shifting. I encourage you to be mindful of how your body is feeling and what your emotional state is throughout the day, reflect on possible stressors and ways to reduce their impact and do not be afraid to readjust your plans to fit your needs in that moment.

Navigating burnout and managing self-care as a postdoctoral fellow, by Anastasia Canell:

For me, some of the greatest parts of being a postdoctoral fellow are the opportunities to explore our intellectual curiosities and learn from mentors in the field to pursue specialized training. As a postdoctoral fellow, we are granted increased freedom to take risks and develop our own professional identities. If you are as passionate as I am about adult development and aging, I can guess that you are jumping on every single opportunity that comes your way during the postdoc. Learning is fun, and everything is interesting. But wait, our time and energy are limited? Are you sure Beyonce has the same amount of hours in a day?

One of the lessons that I am continuously navigating on postdoc is ‘The Art of Saying No’. Often when we talk about self-care, we think about what else we can add to our already busy schedules to comfort and soothe our souls. I am here to remind you that saying ‘No’, and intentionally taking things off your plate, is a revolutionary act. I am here to remind you of this humbly, as it is something I need to remind myself daily. What are some of the ways that you are learning to balance burnout on postdoc?

Tips for advising supervisors and PIs to best support their students and mentees from the perspective of a doctoral student, by Ben Johnson:

With only three semesters officially in the books for my doctoral program (and coming straight from my undergraduate degree), I still consider myself to be a newcomer in the field of psychology – let alone geropsychology. As such, I’m not far removed from the raw emotional experiences that accompanied my transition into becoming a graduate student. My hope is that my forthcoming thoughts can help supervisors and PIs better support their mentees during their winding journey.

The first few meetings with my mentor were filled with excitement, curiosity, and the lingering anxiety of the high expectations I had preemptively placed upon myself. All of the previous academic relationships with my past instructors and parents had been transactional in nature: I perform, they praise. Unbeknownst to me at the time, I had developed an inner sense of worth that was based on my performance, not my growth. This mindset weighed heavy on my heart during my first semester, and considering how accomplishment-obsessed the field of academia can be,

the development of my research identity was soaked in self-doubt and perceived incompetencies. However, I can recall a vital moment in my journey in which I nervously awaited a meeting with my professor. During the previous meeting, I was told to find a solution to a problem, and I sat outside their office knowing that I had struggled to meet their request. To my surprise, I wasn't met with frustration, disappointment, or guilt, rather I was applauded for my effort, thanked for my contribution, and the anxiety I felt for not being able to figure out a solution was validated. From that moment on, I felt like my perceived power differential had subsided and I was able to embrace collaboration without fearing my mistakes and incompetencies.

In essence, my mentor met me where I was at in my journey, and recognized the areas in which I grew. In many ways, accomplishing the task was not important, but it was the knowledge and experience I gained from engaging with the task. While there will be times when the items on the to-do list must get checked off, it is important to highlight the moments when growth can come first. To all the mentors and PIs reading this, I can promise you that your mentees want you to be proud of them more than they want to succeed for you. At times, those concepts can become intertwined, which is why I think it is essential to differentiate between the two in order to best support your mentees on their journey.

APA DIVISION 20 PROGRAM COMMITTEE REPORT

Gloria Luong, PhD, and Tammy English, PhD

Thank you for submitting your abstracts to present at the [APA Convention to be held in Seattle, Washington from August 8-10, 2024](#)! We received over 60 poster abstracts and 9 session submissions, including Symposia, Critical Conversations, and Skill-Building sessions from Division 20 members. We are excited to feature innovative and thought-provoking presentations on a range of topics, including diverse family caregiving experiences, socioemotional aging, ageism, and the role of technology for older adults with and without cognitive impairments. This year, the convention will take place in Seattle, the perfect place and opportunity to honor the impact of Dr. K. Warner Schaie's body of work on the seminal Seattle Longitudinal Study with presentations by Drs. Lindsay Ryan, Gizem Hulur, and Harvey Sterns. In addition, we will uphold our annual tradition of presenting the Baltes Distinguished Research Achievement Award at the convention to the 2024 winner, and enjoying a lecture from the 2023 Baltes Award winner, Dr. Patricia Reuter-Lorenz.

Last year, we launched a Munching with Mentors initiative to connect graduate students and early and mid-career members in Division 20 (Adult Development and Aging) and Division 12.II (Society of Clinical Geropsychology) with mentors over lunch to share insights and advice pertaining to a range of topics. It was a huge success so we will host the event again this year. Stay tuned for more details on the event and how to sign up!

One of the benefits of attending the convention is to be able to network with new colleagues and reconnect with older ones. We will have our social event after the Division 20 business meeting. We are always looking for sponsors who can help us with donations to help make this event a hit. Donors have opportunities to advertise their research center, clinic, job openings, or other announcements at the convention and via Division 20 networks. Please get in touch with Gloria Luong at Gloria.Luong@colostate.edu or Tammy English at tenglish@wustl.edu if you'd like to find out more about how you can put your donation to the social hour to great use!

Finally, we would like to express our deepest gratitude to the Division 20 conference abstract reviewers who took the time to provide ratings of the abstracts, especially during a busy time in the year and semester. Your dedication and hard work will help to make this year's convention a success!

We look forward to seeing you at the APA Convention this summer!

APA DIVISION 20 MENTOR MATCHING PROGRAM REPORT

Yin Liu, PhD, and Rowena Gomez, PhD

The Division 20 Mentor Matching Program recruited a new cohort of 14 mentors and 16 mentees in February 2024. Currently organized by Dr. Yin Liu, Dr. Rowena Gomez, and graduate student Victoria Guinn, the main goal of this program is to expand the professional networks of students and early career psychologists with interests in aging by connecting them to more established professionals who are affiliated with a different institution and can provide career advice and guidance. Undergraduate and graduate students, postdoctoral fellows/associates, and junior faculty/clinicians *who are members of the division* are eligible to participate as mentees. Division members who have completed their graduate and postdoctoral training are eligible to serve as mentors. Mentors and mentees are matched on the basis of aging-related interests and mentoring preferences. Each mentor-mentee match commits to a minimum of one 30- to 60-minute phone or videoconference meeting during the mentoring period, which currently runs from March through May 2024. Mentors and mentees are encouraged to follow up with one another as they see fit; however, the nature and frequency of follow-ups should be negotiated between the mentor and mentee.

This year, we have 14 mentors and 16 mentees participating in the program. Since the Mentor Matching Program started in 2018, a total of 125 mentors and 163 mentees have been recruited to participate. This has resulted in 148 mentor-mentee matches, with participants receiving multiple matches upon request. Compared to the past couple of years, we have less mentees participating, but this results in having sufficient numbers of mentors.

For more information about the Mentor Matching Program, please contact Drs. Yin Liu (yin.liu@usu.edu) or Rowena Gomez (rgomez@paloaltou.edu).

APA DIVISION 20 EXECUTIVE COMMITTEE MID-YEAR MEETING MINUTES

November 9, 2023 • 8:00-10:00 am (EST)

Marriott Tampa Water Street, Meeting Room 5

<https://lehigh.zoom.us/j/93287219532?pwd=cTNRSEtUa1ltU3ZMeG16YWttOHA5Zz09>

In attendance: Grace Caskie, Tammy English, Yin Liu, Gloria Luong, Elizabeth Munoz, Helene Fung, Alissa Dark-Freudeman, Liz Choi, Harvey Sterns, Sherry Beaudreau, Sue Whitbourne, Cecilia Poon

Attending on zoom: Anastasia Canell, Rowena Gomez, Bill Haley, Abigail Nehrkorn-Bailey, Maggie Syme, Shelbie Turner

President's Welcome and Updates (Grace reporting)

Grace thanked all executive committee members for their service to the Division and for attending today's meeting. Several updates were discussed:

- **Updates to Handbook, Bylaws, Website** – The handbook and bylaws are outdated. Grace will send out a request to update the handbook/bylaws to committees soon. Bylaw changes will need to be voted on at the division business meeting at APA and will have to be reviewed by APA general counsel before the vote. Website is outdated as well. Alex Carlson can help with website updating. Please email Alex things that need to be updated on the website.
- **Reviving the Finance Committee**– The bylaws state that we are meant to have a Finance committee consisting of the Treasurer, as Chairperson, the President, the President-Elect, and at least one Executive Committee Member of the Division, preferably a Member-at-Large, appointed by the President (this could also be the past-president). It would be good to revive the committee to provide more support. For example, decisions are often made on an ad-hoc basis, especially related to spending. The finance committee could make group decisions then about issues such as how to finish the fundraising for APF and whether we should increase dues for regular members.
 - **APF Fundraising:** We need to finish fundraising for the APF in 14 months (by December 2024). Some pledges have not been paid, and books have been closed on those pledges. As a result, we have less money than we thought we had in the fund. We still need to raise about \$20k out of the overall required amount of \$100,000. We plan to have a past presidents' push Tuesday after Thanksgiving. Maybe we can also reach out to prior award winners and members at large. The whole point of fundraising is to support early career people and encourage new researchers to gerontology. We could tie a \$75 donation to the 75th anniversary. We could potentially summarize accomplishments of prior awardees. We could bring it up at the APA division business meeting. We may also be able to request donations while paying for dues. We could potentially have D20 match \$10k, so we would only need to raise \$10k. We can use social media like our Facebook page and newsletter to push for donations, especially for Giving Tuesday.
 - **Consideration of a Dues Increase:** Our dues are quite low compared to other divisions. We haven't raised member dues in a long time (we don't want to raise student dues), but membership has to approve raises in dues (in person at the APA meeting, or mailed ballots). Since it would take some time to realize any

additional income from a dues increase, the additional money would then be used to reimburse the division for having to allocate funds to finish the APF fundraising.

- **APA2024 plans connected to presidential initiatives** (Grace reporting) – Plans are underway to have a gerontology career paths panel, which will be connected to our mentoring program/mentoring task force event to be held at APA. In addition, with APA planned to be in Seattle, Grace is planning a symposium to honor the legacy of K. Warner Schaie. She will invite his former students/postdocs and others who did research with him to participate. Panelists and attendees can discuss how their work has been impacted by Schaie's work. We can also link it with the social hour, if possible.

Program committee (Tammy reporting) – Call for proposals is now open, encourage people to submit. January 10th is the deadline. They have skill-building sessions, a data blitz, symposia, critical conversations, and poster presentations. Symposia are now limited to 50 minutes (the 100 minute option was removed by APA). Three science summit themes can be tagged during the submission process. Review of submissions will happen in January, so look out for solicitations to review.

Treasurer's report (Grace reporting for Kelly who was in transit) – We have not spent much money since APA, except for internet and food for this meeting. Tammy donated her travel fund for breakfast at the GSA executive committee meeting.

Social media and communications (Grace reporting) – Anastasia will update Facebook and Instagram pages. There was discussion on which platform may be best to reach different populations of researchers. Reach out to Anastasia if you have any ideas for social media. We could use #APADIV20. This will help create connections for people who cannot afford to come to conferences, such as some students. Alex Carlson can help with website updating. Please email Alex things that need to be updated on the website. For an international audience, we might use other platforms like WeChat. We could also consider branding or slogans. We are trying to get a co-editor for the newsletter for Julie.

Council report (Bill Haley and Maggie Syme reporting) – New business items were passed, including reducing the number of presidential candidates from 5 to 3 candidates, as well a new regulation that for a bylaw to come up for vote, it will be vetted by council, instead of going from the planning and policy board straight to a vote. Dr. Evans' town hall is coming up. They will give the council leadership team (CLT) updates and recommendations for improving processes. We could have a town hall for psychological practices for older adults.

Early career (EC) teams (Yin, Rowena, Liz, Shelbie reporting) – Recruitment in January/February, programming in early of the year. We are always looking for more mentors and mentees. The mentoring event at APA was great, and we would like to repeat it in a more cost-effective way as a breakfast/snack instead of lunch. Special Interest Group leaders meet every month and want to increase member engagement. The leaders also wanted a space for gathering at APA and GSA to create community, a Slack, and honorariums for speakers for workshops. Shelbie wrote a newsletter entry on seeking and writing for grant funding.

Membership committee (Abby reporting) – Full membership is \$25, and student membership is \$15. From August to November, we gained 94 new members, 80/94 are student members. Students are free their first year, and we will push to recruit more students. We will also work towards lifetime membership. People may be able to join D20 without being an APA member. Abby will find out.

Fellowship committee (Sherry reporting) – Emails were sent out to several folks to elicit nominations. The deadline to submit fellowship applications is December 1. We discussed an issue that came up regarding whether there was a conflict of interest in terms of writing letters if letter writers are on the fellowship committee. Getting 2 new fellows per year would be good, though should be more like 4-5. Wally may compare our Division list to other Divisions to see if other fellows from those divisions could apply.

Awards committee (Sue reporting) – The award submission deadline moved from APA submission deadline in April to June, to increase number of applicants, but then it decreased the chances of people going to APA because people didn't know if they had the funding or not before needing to book their trip. We will figure out when is the best submission date.

Elections committee (Grace reporting for Soomi and Courtney) – According to the bylaws, this committee should include least 2 individuals from the general membership that are not on the Executive Committee and 1 member at large. It has been challenging to find folks who will agree to run for President.

D20 and CONA Aging Proposal to APA President-elect Cynthia de las Fuentes (Grace reporting; Rowena and Joann) – The proposal was not accepted, which was disappointing. All that was needed was a graduate student to do a survey. We were encouraged to ask CONA to take on this work instead.

Education committee (Alyssa reporting) – We are updating undergraduate and graduate directory. They are getting back to receiving teaching tips and getting the website updated with Alex.

Age-Friendly University (AFU) Task Force (Sue reporting) – AFU is moving to Arizona State, and they will meet at some point to figure out next steps. An important to do is to encourage more people to infuse aging into the curriculum.

APA CONA/Science Directorate (Sue reporting) – CONA's big emphasis has been on looking at the guidelines for practice with older adults, which will be up for a vote. They will renew the webinar series on psychologists needing CE credits for aging issues within your practice, like Medicare and nursing home issues, as well as what psychologists do in long term care. We could potentially add a feature on the guidelines in the next newsletter (April 2024).

Meeting was adjourned at 9:57 am EST.

Respectfully submitted,

Rachel Wu, Division 20 Secretary

Associate Professor of Psychology, University of California, Riverside

Rachel.wu@ucr.edu

APA DIVISION 20 MEMBERSHIP REPORT

Abigail Nehrkorn-Bailey, PhD, and Alexander Erickson, PhD, Membership Committee Chairs

As we approach spring, remember to renew your APA Division 20 membership. Full membership is \$25 and student memberships are \$15. Remember, if you are a student, your first year of Division 20 membership is free! To join or renew your membership, please view [our online form](#). You will be asked to fill in your contact information. If you don't know your APA membership number or do not have one, you can omit that information and still move onto the next page.

Don't have an APA membership? You can still join APA Division 20 without a general APA membership! Go to <https://www.apa.org/about/division>, click "Join a Division," and select Division 20. Log into or register your free APA account at [apa.org](https://www.apa.org) to be directed to the membership fee page for Division 20!

If you have questions, please contact us at baileya@uwgb.edu and aerickson@paloaltou.edu.

Let's welcome our newest members of Division 20, who joined our division between November 1st, 2023 – February 28th, 2024! Our newest student [affiliate](#) members for Division 20 are marked by an asterisk.

Kaitlin Bagger*
Erin Barrett*
Marie-Joelle Beaudoin*
Sophie Bell*
Robert Boxley
Cortnee Brenner*
Colette Brown*
Elijah Byrd*
Rachael Callahan*
Karie Canales*
Brittany Carbaugh
Angela Chacon*
Olivia Chumbley*
Robert-Ionut Cimbala*
Marcia Cisco*
Gabriella Coakley*
Holly Collins*
Thomas Coxwell*
Sherri Crabtree*
Michele Cretser*
Eva Hernández Cuevas*
Xiaoni Cui*
Melissa Delius*
Mohan Nath Dhawan*
Eli Lou Elliott*
Jonathan Espana*

Raymond Fancher
Hilda Rivera Figueroa
Tracy Franklin
Willow Rose Gahm*
Bhavna Garimella*
MacKenzie Glass*
Sabrina Gonzales
Dovie Gordon*
Letha Hamilton*
Duke Han
Amanda Hautmann*
Sara Hernandez*
Nigisti HiSmith*
Donna Hope*
Cristina Iníguez*
Vaishnavi Jagannathan*
Shivangi Jain
Brandon Jennings*
Daniel John*
Patricia Kaemmer*
Amani Khalil*
Sagar Khobragade*
Mackenzie Kirby*
Rebecca Kirlin*
Elise Krueger*
Elynne Cain Lockhart*
Sabine Lohmar*
Henri Lu*
Chima Lubin*
Christopher Lurvey*
Dina Marrakchi*
Sherry McCoy*
Francine McIntosh*
Francisco Medina*
Carol Mellen
Salma Ben Messaoud*
Michael Sobel Misieczko*
Georgegette Pusey Morrell*
Brandon Morrison*
Rachel Ochoa*
Melissa Olson*
Alaina Padgett*
Jeanette Pattison
David Paulik*
Romi Penheiro*
Shawna Peterson*
Tu Pham*

Jennifer Picher*
Benvindo Pinheiro*
Diana Quito*
Rya Ray*
Laurie Reynolds*
Krista Robertson
Kristin Roof*
Leslie Ruiz*
HyeRim Ryu*
Kyle Lucas Sahagun*
Erin Sheats*
Theresa Skaar
Christine Lithgow Smith*
Brenda Stanfill*
Ronald Steckly*
Roberta Szymanowski*
Nancy Thao*
Jacquelin Thomas*
Junyan Tian*
Debra Tolliver*
Ginny Trierweiler
Pei-Chun Tsai
Rachael Turner*
Catalina Vechiu
Jamie Walker*
Sarah Weddle
Klaudia Weidlich*
Genevieve West*
Karsen Wilkins*
Claire Williams*
Nafeesa Zafar*
Karen Zurlo

APA DIVISION 20 SPECIAL INTEREST GROUP INITIATIVE REPORT

Allyson Graf, PhD

The Division 20 Special Interest Group (SIG) initiative is on hiatus as we evaluate options for the initiative going forward. As such, the usual recruitment cycle that would have occurred in February was postponed. Keep an eye out for updates in the coming weeks. If you have ideas or comments to share about the future of the SIG initiative, please reach out to Allyson Graf (grafal@nku.edu).

COMMITTEE ON AGING (CONA) REPORT

An update on CONA's recent activities

Christopher Nguyen, PhD, ABPP

Since our last report in October 2020, the Committee on Aging (CONA) and our partners have achieved significant milestones. I am delighted to highlight some of the major accomplishments and initiatives undertaken by CONA during this time.

In 2021, the Chair of CONA and Presidents of Division 20, Division 12-Section II, appointed a six-member work group to revise the 2013 Guidelines for Psychological Practice with Older Adults. We're excited to announce that APA's governing Council of Representatives approved the 2024 Guidelines for Psychological Practice with Older Adults during their February 24th meeting. The guidelines passed with a 98% approval rate. These guidelines will be disseminated broadly to APA members and the public soon. Congratulations to members of the workgroup members, including Erin E. Emery-Tiburcio, PhD, ABPP (Co-Chair), Richard Zweig, PhD, ABPP (Co-Chair), Mark Brennan-Ing, PhD, Bonnie Sachs, PhD, ABPP, Veronica Shead, PhD, and Ira Yenko, PsyD, with support from Latrice Vinson, PhD, MPH and Amani Basker, and interns Rose Burke, Laurie Chin, MA, Nicole Herrera, MS, Caitlin Reynolds, and Claire Williams.

In collaboration with the Gerontological Society of America, CONA has been actively combating ageism and advocating for inclusive aging representation through the [*Psychologists Against Ageism*](#) webinar series. With a focus on expanding existing efforts to counter age-related biases, particularly heightened by the COVID-19 pandemic, and the adoption of the [*2020 APA Resolution on Ageism*](#), this series aims to disseminate evidence-based insights on the nature and impact of ageism while offering strategies for its mitigation within the APA community. By directly confronting ageism, the initiative seeks to bolster the well-being of older adults and ensure that society fully benefits from their expertise and contributions. The sessions, including "Overview of the Psychologists Against Ageism Series," "A Generation's Work: Reframing Aging Together," and "Strategies for Detecting and Addressing Ageism," feature esteemed speakers such as Becca Levy, PhD, Karen Fingerman, PhD, Peter Lichtenberg, PhD, Alan Castel, PhD, Sheri Levy, PhD, Patricia "Trish" D'Antonio, BSPHarm, MS, MBA, BCGP, Gregory Hinrichsen, PhD, and Alana Officer, offering diverse perspectives and actionable approaches to tackle ageism across various domains. Over 1000 participants registered and attended these webinars!

CONA has initiated the dissemination of updated guidelines for assessing dementia and age-related cognitive decline by creating the *Clinician's Corner*, a three-part webinar series now available on APA [*Continuing Education*](#) platform. Led by Benjamin Mast, PhD, ABPP, and Bonnie Sachs, PhD, ABPP, the 2021 revisions to the APA Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change reflect significant updates in response to evolving diagnostic criteria and assessment practices. The series delves into recent changes in diagnostic criteria, terminology, and insights into the biological mechanisms of neurodegenerative diseases while also addressing essential skills, assessment tools, and professional expertise necessary for psychologists to evaluate and intervene with older adults exhibiting signs of cognitive decline or dementia.

In 2023, CONA launched an initiative to address the disparities faced by minorities of color in

dementia care by developing and disseminating culturally tailored information to healthcare workers and local law enforcement agencies. This effort, led by APA's Board for the Advancement of Psychology in the Public Interest, focuses on combating bias, stigma, and discrimination associated with dementia through ongoing training programs within law enforcement to influence policy and promote better understanding and care for those affected by the disease. By advocating for policy changes and providing targeted training, CONA seeks to ensure that law enforcing agencies and first responders are better equipped to support individuals with dementia, particularly when exhibiting challenging behaviors.

Looking ahead to 2024, our agenda centers on several key goals. CONA is committed to advocating for integrating ageism into APA's EDI initiatives and across the psychology field. We also plan to enhance the convention experience by offering specialized programming focused on aging. Additionally, we're devoted to improving the visibility and accessibility of aging-related resources on APA's website. This involves thoroughly reviewing existing materials, updating content with current knowledge and best practices, and implementing measures to enhance accessibility features on the APA Aging Topics webpage. We continue to be actively engaged in the Geropsychology Leadership and Specialty Council Team, fostering collaboration among psychology and aging groups to address emerging issues and facilitate open discussions and potential collaborations.