

Adult Development and Aging News

October 2024 issue

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PRESIDENT'S COLUMN

Division 20 as a Hub Division

Walter R. Boot, PhD

As I begin my term as President of Division 20, I want to express my gratitude for the opportunity to serve in this role. Our division is dedicated to making a meaningful impact in the lives of older adults through research, practice, and advocacy, and I'm honored to help lead these efforts. In the coming year, I look forward to working closely with many of you and hearing your ideas about how our division can better support its members. Together, we can explore new ways to enhance our presence both within the APA and beyond.

One of my primary goals as President is to reinforce Division 20's role as a central part of the APA. We are a hub division—with the potential to connect with and contribute meaningfully to nearly all other APA divisions. Development and aging are intersectional issues that impact everyone, from veterans (Division 19) to queer and trans individuals (Division 44) to people of color (Division 45). During my presidency, I aim to further solidify our role as a hub. Every APA division and every organizational decision should take aging into account, and we have the expertise and experience to guide divisions and the organization in achieving our shared goals.

Regarding aging and intersectionality, I am proud that our division and the APA have consistently been strong advocates for the principles of diversity, equity, and inclusion (DEI). However, outside the APA—across universities, industry, and government—we are facing unprecedented challenges to these values. During my presidency, I will work to ensure that Division 20 continues its strong advocacy for these core principles, while also highlighting age as a key, but often neglected, aspect of diversity. Despite progress in many areas, ageism remains a significant challenge, often overlooked or accepted in ways other forms of discrimination are not. Reducing ageism is a priority, and I hope our division can continue making meaningful strides in changing perceptions and improving the lives of older people.

Another key focus for the coming year is the impact of technology on older adults. Recent breakthroughs in artificial intelligence, particularly in large language models and natural language processing, have greatly expanded the potential for technology to adapt to the needs, preferences, and abilities of older adults, both with and without cognitive impairments. While these advancements hold significant promise, they also pose challenges and raise important questions—

especially in terms of policy, regulation, and ethics. There is great potential for these tools to enhance the lives of older adults, but we must ensure they are developed and applied thoughtfully. I want our division to take a leading role in ensuring these technologies are designed to meet the needs and abilities of older adults, while keeping ethical considerations at the forefront. This presents another opportunity to strengthen our role as a hub division and foster collaboration, particularly with Division 21 (Applied Experimental and Engineering Psychology) and Division 46 (Society for Media Psychology and Technology).

Division programming is a key mechanism for highlighting these issues and advancing these goals. Therefore, I encourage submissions on the following themes: *The Potential and Pitfalls of Emerging Technologies to Support Older Adults*; *Novel Perspectives and Approaches to Combating Ageism*; and *Aging, Intersectionality, and Age as a Diversity Factor*. I especially welcome submissions related to emerging technologies such as virtual and augmented reality, advances in artificial intelligence, and submissions exploring the unique needs and challenges of older queer and trans individuals. I look forward to seeing many of you in Denver in 2025!

As I look ahead to the year before us, I am energized by the possibilities. I am excited to work alongside a passionate and dedicated group of colleagues, each of whom brings valuable insights and experiences to the table. Please feel free to reach out and share your ideas (wab4001@med.cornell.edu). Together, we can advance the mission of Division 20, making a lasting difference in the lives of older adults and in the field of adult development and aging.

Thank you for your trust, your support, and your shared commitment to our division's goals. I look forward to all that we will accomplish together in the year ahead.

TEACHING TIPS

Problem-Focused Pedagogy: The Value of Interdisciplinary and Applied Learning Experiences

Alissa Dark-Freudeman, PhD

Since the pandemic, many faculty have noticed a decline in student engagement and motivation within their classrooms (Supiano, 2022). Further, the value of higher education is being challenged across the country (Carlson, 2024). Two approaches are offered below to help students reengage and find value in our courses and in their educational experience.

Explore Interdisciplinary Learning Partnerships:

As we know, the field of developmental psychology and adult development is, at its core, interdisciplinary. Leaning into this strength and building interdisciplinary connections with colleagues both in and outside of psychology can provide our students with fresh perspectives and experiences that may ignite their passion for a future career focused on adult development and aging.

Interdisciplinary learning is defined as the “capacity to integrate knowledge and modes of thinking from two or more disciplines or established areas of expertise to produce a cognitive advancement—such as explaining a phenomenon, solving a problem, or creating a product—in ways that would have been impossible or unlikely through single disciplinary means” (Boix Mansilla, Duraisingh, Wolfe, & Haynes, 2009, p. 337).

It is important to note that interdisciplinary learning is distinct from multidisciplinary learning. In multidisciplinary approaches, students are exposed to different disciplines, but each discipline stays within its own lane and is not integrated with the others. In contrast, an interdisciplinary approach provides students with opportunities to make connections between what they are learning from within each discipline and hopefully come away with a comprehensive whole that is larger than the sum of its individual parts.

An interdisciplinary approach is essential in preparing students for future careers in aging. These careers often require students to work with multidisciplinary teams from different backgrounds and specialties to achieve common goals. Creating interdisciplinary experiences in the classroom will allow students to discover the strengths and weaknesses of different disciplines, explore the relevance of their own discipline in novel contexts, uncover potential biases, both within themselves and within different disciplines, and come away with a broader understanding of a topic beyond what could have been achieved in their discipline alone. Further, these experiences are associated with a variety of positive academic outcomes (Bear & Skorton, 2019).

For example, I recently assembled a team of faculty from psychology, philosophy, respiratory

therapy, and gerontology to address barriers to Advance Care Planning (ACP) in our respective classes. Together, we created an online module where our students could engage with faculty and students from different disciplines and explore this topic together in depth. In addition to their own disciplinary grounding, this unique experience provided students with multiple perspectives on a real challenge that is personally and professionally meaningful. This interdisciplinary approach could be adapted across a range of courses and disciplines to address important issues in adult development and aging in novel ways.

Enhance Applied Learning Opportunities with Community Partners:

Applied learning is defined as a pedagogical approach in which students are encouraged to apply what they have learned to real-world problems or settings (Ash & Clayton, 2009). Applied learning can take many forms both inside and outside of the classroom and can be used on its own or in addition to an interdisciplinary approach. For example, applied learning typically includes service learning, undergraduate research, and internships (AAC&U, 2024), but can also include projects and assignments in which students work together to solve a problem or address a need within their local community.

According to the American Association of Colleges and Universities (AAC&U) applied learning experiences are considered high-impact practices (HIPs), "based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education" (AAC&U, 2024). These experiences provide students with an opportunity to actively engage with course content in new ways and discover the purpose and value of their coursework.

Although applied learning is not novel, I have found that some tried and true assignments and projects could use a fresh and more targeted approach. One key recommendation is to create projects that address challenges that students can relate to and that will directly impact their local community in meaningful ways. This allows students to easily identify the purpose of their projects and find meaning in what they are doing. For example, within our interdisciplinary module, we asked our individual students to interview an adult over and under the age of 65. The interview questions were designed to elicit interviewees' experiences with, understanding of, and perceived barriers to ACP and palliative care. Students then came together in interdisciplinary teams to synthesize their interview data and identify the barriers that emerged from their qualitative responses. Next, they created mentoring guides to directly address these observed barriers to ACP. These mentoring guides will be used among caregiver dyads at the local Senior Resource Center in our county. The caregiver program pairs a new caregiver with a current or former caregiver to support the new caregiver as they begin navigating their new role. Students reported really valuing this project because the experience was grounded in a real challenge (low rates of ACP in the US) and resulted in a final product that actually helped address the challenge directly (helping new caregivers start these difficult ACP conversations with their loved ones) in their local community. This approach could be modified to meet many different challenges faced within any local community.

In conclusion, finding new ways to engage students that focus on interdisciplinary learning and applied experiences may help reinvigorate both you and your students. Taking time to create projects that are grounded in purpose and meaning is worth the effort, is positively received by students, and has tangible real-world results.

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STUDENT NEWS

Reflections from Our Critical Conversation at APA 2024

Shelbie Turner, PhD, and Anastasia Canell, PhD

Division 20 Early Career Folks,

Happy Fall! It was great seeing so many of you in Seattle this past August. We enjoyed hosting an early career “Critical Conversation” session titled “Career Development Strategies for Emerging Geropsychologists (and Those Considering Geropsychology!).” Joined by panelists Drs. Rowena Gomez, Michelle Mlinac, Latrice Vinson, and Wally Booth, we engaged in Q&A between panelists and attendees that evolved into a thoughtful conversation about tips and tricks for early career professionals.

We look forward to continued conversations about navigating the early stage of a geropsychology career. In the meantime, for those of you who were unable to attend, we’ve decided to use this space to offer a summary of key points from our conversation:

- (1) **Don’t be afraid to reach out!** Attendees were curious about how to get some low-stakes initial experience working with older adults in order to decide if geropsychology is the right career path for them. Our panelists encouraged attendees to not shy away from “cold calls and emails” to various organizations seeking training or shadowing opportunities. Veterans Affairs offices, for example, are promising places to reach out to in search of experience. And, remember to find multiple diverse opportunities - just because one experience is not a good fit doesn’t mean a career in geropsychology is not right for you.
- (2) **The path to – and through – a career in geropsychology is rarely linear.** Some session attendees were clinicians not necessarily trained to work with older adults, but have found that many of their clients and patients are older adults or their families. These attendees wanted to be prepared to be helpful to the growing number of older adult patients coming through their doors. Our panelists echoed this reality, with some of them having similar stories of starting their career working in another sector of psychology but eventually finding their way working with older adults. There are many resources to help folks transitioning into an aging-focused career, including grant funding. See the [F99/K00 Transition to Aging Research for Predoctoral Students](#) funding opportunity from the National Institute on Aging, for example.
- (3) **Mentors help you build community.** Our panelists reminded attendees that sometimes the role of a mentor is not necessarily to guide you through a research or clinical project, but rather to connect you to the people and information you need for your next career step. Remember that short conversations can build into longer term relationships that open doors for you down the road.
- (4) **Be open minded!** Our panelists reminded us that psychologists have many skills that can be applied creatively and diversely to support older adults. No two careers in geropsychology look the same, and there is no template for what a geropsychologist looks like. No matter your specific interest, background, training, and skills, the growing older adult population needs you!

(5) There are many career development opportunities related to geropsychology. Some mentioned in the session include:

- a. [The E4 Center for Excellence in Behavioral Health Disparities in Aging](#)
- b. [APA Division 12's Section II \(Clinical Geropsychology\)](#)
- c. [Health & Aging Policy Fellowship](#)

If you were not able to attend the session in-person, we hope these highlights have helped fill you in! We wish you all the best this fall.

STUDENT NEWS

My First APA Conference Experience and the “Munching with the Mentors” Event

Yatong (Hattie) Ji, MA

I am a second-year doctoral student in the Clinical Psychology PhD Program at Palo Alto University (PAU) with a particular interest in working with older adults. This interest stems from my passion for neuropsychology, my upbringing in a culture that deeply values elders, and my personal experiences growing up surrounded by older adults. These early experiences shaped my perspective and sparked my desire to work with this population. Over the years, I’ve witnessed the mental health challenges and neurodegenerative disorders that affect many older individuals—both in medical settings while working as an assistant in an inpatient psychiatric department at a geriatric-focused general hospital in China and throughout my studies as a psychology student. These encounters have motivated me to contribute to the well-being of older adults. I am also particularly interested in how social and familial expectations across different cultures influence the psychological and physiological conditions of older adults, often adding complexity to their experiences.

This year, I had the opportunity to attend the 2024 APA conference in Seattle, marking my first time attending in person after participating in the conference virtually last year. The difference between the two experiences was striking. Being physically present allowed for deeper engagement—not only in attending sessions but also in connecting directly with fellow attendees, which made the experience all the more enriching.

The scale of the conference was both overwhelming and exciting, with a wide array of poster presentations, symposiums, workshops, Continuing Education (CE) sessions, and networking opportunities. The discussions during these sessions offered valuable insights into the real-world application of psychological theories and practices. New questions and topics emerged, addressing areas such as diversity, artificial intelligence, and the expanding roles of psychologists and therapists outside of traditional settings. Additionally, as a CE assistant, I was fortunate to attend complimentary workshops. Listening to experienced psychologists and therapists share their cases and innovative therapeutic approaches was eye-opening and invaluable for my ongoing development as a clinician.

A highlight of the conference was the “Munching with the Mentors” event, co-hosted by Divisions 20 and 12-2. The brunch, held at the Spruce Café, aimed to connect early-career psychologists (including graduate students like me) with seasoned professionals in the fields of adult development and aging. During the event, I had the pleasure of sitting with Dr. Grace Caskie, the current president of Division 20, along with two other PhD students at different stages of their careers and from diverse backgrounds. Our conversation touched on many topics, including Dr. Caskie’s own journey as both a mentor and mentee, her current research, and each of our unique but shared interests in geropsychology. I also gained insight into different career trajectories within the field and discussed both the challenges and opportunities specific to geropsychology.

The event was a unique opportunity to meet others who share a passion for working with older adults, yet come from diverse backgrounds and experiences. It reinforced the importance of

building networks and collaboration in this field and deepened my appreciation for the mentorship and other opportunities that Division 20 provides. Learning about the division's research and funding initiatives was particularly exciting, and I left the event feeling inspired and supported by the community within Division 20. The passion for research, advocacy, and practice related to older adults was palpable.

Mentorship has always been a vital part of my academic and professional journey, and events like "Munching with the Mentors" serve as powerful reminders of how mentorship can shape a career. As someone early in their career, the guidance of experienced professionals is crucial for navigating the field. I am grateful to Division 20 for organizing this event, which highlighted the generosity of both mentors and mentees who are dedicated to advancing the field of geropsychology. I also want to acknowledge the mentorship of Dr. Rowena Gomez, past president of Division 20 and my current advisor at PAU, who became my mentor this summer. Dr. Gomez introduced me to this opportunity, and I deeply appreciate her support and commitment to the field and to my professional development. I look forward to learning from her as I continue my studies.

Attending the APA conference in person and participating in the "Munching with the Mentors" event were both incredible experiences that deepened my understanding of the field, broadened my network, and reinforced my sense of belonging within a community of professionals dedicated to improving the lives of older adults. I am grateful to Division 20 for their continued support and the mentorship opportunities they offer. I look forward to attending future APA conferences and hope to present my own research in aging and neuropsychology in the near future.

COMMITTEE REPORTS

Division 20 Mentor Matching Program Report

Rowena Gomez, PhD, and Yin Liu, 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 committed to a minimum of one 30- to 60-minute phone or videoconference meeting during the mentoring period, which ran from March through May 2024. Mentors and mentees were 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.

In an effort to support the needs of our members and address the pipeline problem, the mentorship committees of Divisions 20 and 12.2 have collaborated on a social/informational event at APA 2024. We invited members and especially interested graduate students, postdocs, and early career psychologists to attend our second “Munching with the Mentors.” This event had introductions, meet-and-greet, and mentoring over brunch with the intention to provide insight into the mentor/mentee relationship and foster connections among those in psychology working with older adults in clinical, academic, and research settings. Brunch was graciously sponsored by Division 20 and Division 12.2 and was hosted by Dr. Richard Zweig from D12.2 and Dr. Rowena Gomez from D20. Our event occurred on Friday August 9 at the Spruce Café in Seattle, WA. We had a total of

21 mentors and mentees participate this year. We had positive feedback from the participants and hope to continue this event next year!

For more information about the Munching with the Mentors Event, please email either Drs. Rowena Gomez (rgomez@paloaltou.edu), Anna Blanken at dr.annablanken@gmail.com, or Ira Yenko at (iyenko@stanford.edu). For more information about the Mentor Matching Program, please contact Drs. Yin Liu (yin.liu@usu.edu) or Rowena Gomez (rgomez@paloaltou.edu).

COMMITTEE REPORTS

Division 20 Council of Representatives Report

Bill Haley, PhD, and Maggie Syme, PhD

Hello from your APA Council Representatives!

We had a productive meeting this past August at APA's August 2024 Council of Representatives session. In the meeting we reviewed and passed many new items, including the role of psychology in artificial intelligence, global human rights for women and girls, a ceasefire in the Israel/Gaza war, and the need to advocate for restitution for politically inflicted trauma. Bill Haley was also able to provide a heart-felt in memoriam on the council floor for our beloved colleague, Mick Smyer.

The role of APA and psychology writ large in artificial intelligence has been an emerging and critical topic as APA's advocacy office, our APA president, and staff continue to keep us in the ongoing international conversation. By a vote of 156-2, with one abstention, the Council approved a policy to recognize the critical role of psychological science and knowledge in guiding the many forms, applications and analyses of AI, and the real and potential impacts of artificial intelligence on psychological research and the training, practice, and application of psychology. There will be much more to come on the topic and policies surrounding AI in the future meetings.

Our August meeting had a specific focus on trauma and the current geopolitical climate. As you may have already seen in press releases around the time of Convention, Council passed a measure, by a vote of 106-52, with 8 abstentions, calling for "an immediate, permanent, and comprehensive ceasefire in the Israel-Gaza conflict." It also calls for "increased access to culturally responsive, contextually relevant, evidence-based psychological resources for those affected by armed conflict and living through humanitarian emergencies. Council also approved a Resolution Supporting Girls' and Women's Human Rights Globally by a vote of 157-4, with 3 abstentions, calling for national and international educational initiatives to enhance awareness of the issue. The measure commits APA to expanding formal education about girls' and women's rights and promoting research on factors that "enable versus prevent violations of girls' and women's human rights." In another action council passed the resolution on Individual, Collective, and Intergenerational Trauma Recovery: Considering the Restorative Roles of Restitution and Reparations, by a vote of 113-52, with 4 abstentions. Among the recommendations for action, it calls on APA to consider convening a task force to initiate, support and disseminate a psychological research report examining the benefits of collective reparations.

Clinical practice guidelines passed this meeting included (and are available on the APA website): Clinical Practice Guidelines for Psychological and Nonpharmacological Treatment of Chronic Musculoskeletal Pain in Adults and Guidelines for the Practice of Telepsychology.

There is much to come in our upcoming year, including more items related to the Masters competencies. We look forward to a short break and then will be back at it in February!

COMMITTEE REPORTS

Division 20 Executive Committee End of Year Meeting Minutes

August 9, 2024 • 8:00-9:50 am (Pacific time zone)

Sheraton Grand Seattle, Third Floor, Capitol Hill room

<https://weillcornell.zoom.us/j/94885849603>

In attendance: Grace Caskie, Wally Boot, Rowena Gomez, Harvey Sterns, Anastasia Canell, Alissa Dark-Freudeman, Bill Haley, Tammy English, Gloria Luong, Kelly Cichy, Abby Nehrkorn-Bailey, Mackenzie Kirby, Liz Choi, Rachel Wu, Sherry Beaudreau

EC Handbook and D20 Bylaws (Grace reporting) – The handbook and bylaws are now updated, and the bylaws were unanimously approved by the Executive Committee (EC). We need to have APA legal counsel review them and for the general D20 membership to also approve.

Program committee (Tammy reporting) – In the program: 4 symposia, 1 skill-building session, 4 critical conversations, 49 posters across 2 poster sessions, virtual poster session, Munching with Mentors event, Awards session, social hour. The student poster award has been revived.

Communications team (Grace and Anastasia reporting) – Joann has been doing the listserv, but is now retired, and Cecilia Poon is replacing her. There was a suggestion to revisit potentially outdated/unnecessary rules for posting on the listserv. Anastasia has been leading a push to increase our social media presence: Facebook, Instagram, LinkedIn. She created content for becoming a D20 member, programming, newsletters, announcements, collaboration with Div17, and posters with QR codes.

Treasurer's report (Kelly reporting) – The finance committee was revived this year. We have \$52,775 in our checking account, and total assets are \$96,230. Our yearly revenue is almost the same as our expenses, and we have a large reserve of funds. The finance committee proposed a budget for 2024-2025, which was unanimously approved by the EC. We could potentially move the mid-year meeting (\$1200) to online to save money. We also reserved a modest budget for certain elected members of the EC (i.e., Presidential trio, Treasurer, Secretary) to attend APA if they do not have alternative support. To meet increasing financial needs, such as supporting student awards, a \$10 dues increase (not for students) was unanimously approved by the EC. We will seek approval from the general membership at the Business Meeting later today.

APF Fund for Division 20 (Grace reporting) – There was unanimous support to use D20 reserves to finish fundraising (~\$8000). In the future, we need to figure out how to administer the APF Funds with the staff. We could potentially use the funds for student/early career travel awards, research awards, and/or special speakers.

Council report (William reporting) – Several items were automatically approved without discussion: Renewal of geropsychology, addiction psychology, psychology's impact on AI, among others. Trying to get an in memoriam for Mick Smyer written in *American Psychologist*. Guidelines on working with disorders was voted on. Some controversial topics also were discussed, including ageism (in the political landscape) and ceasing all wars due to psychological trauma.

Awards committee (Liz reporting) – 7 awards were given this year. Liz is rotating off the committee, and the new committee will be meeting to update the handbook to detail their process and consider whether any adjustments to timelines are needed.

Mentor Program (Rowena reporting) – This year, there were 14 mentors and 16 mentees, a bit lower than expected. Since 2018: 125 mentors, 163 mentees. Munching with the mentors (28 attendees) also allows for in-person connection.

Early Career Task Force / Special Interest Groups (Grace reporting) – All of our SIG committee members are rotating off this year. We will sunset the SIGs that are not active. The three SIGs that are still active will be able to continue but without the requirement for reporting monthly to the Early Career Task Force leaders. We can potentially try to replicate how GSA does special interest groups, including benefits provided like program time to support these groups in continuing.

Graduate Student and Post-doctoral Representatives (Mackenzie/Anastasia reporting) – There may be a poll to postdocs to see what they would be interested in, especially in terms of integrating with other early career scientists. There may not be many students at APA this time, especially given that GSA will also be in Seattle. Costs are a barrier for students to attend APA, but dues will be kept low to help somewhat.

Membership committee (Abby reporting) – Membership currently is \$25 (changing to \$35) for non-students and \$15 dues for students. We confirmed that individuals can join APA Div 20 without full APA membership. Numbers are comparable to previous years; the committee is working to increase student numbers. Many students are not renewing their memberships (especially after the first free year), as well as non-students. Some options to help with this could be quarterly reminder emails to renew memberships. We could potentially have a survey to see what they find valuable and other perceptions about Div20.

Fellowship committee (Sherry reporting) – Number of applications is lower than desired (1-2/year), and we would like 1-5 per year. Barriers include getting detailed letters from existing members, a reluctance to self-nominate, as well as other APA restrictions. There may be ways to reach out to potential candidates to encourage more applications, such as reaching out to department chairs (who are an APA fellow) of folks who have recently undergone a review for promotion as they would already have a version of a letter ready that addresses the necessary points and could confidentially reach out to external reviewers who would also be D20 fellows and could write the additional two letters of support. We could also look at other divisions' recent fellows to see if any of them are also D20 members, as the process of approving a current fellow is much less arduous than a new fellow. We could also look at GSA's fellows (particularly in BSS) to see if any of them would meet APA fellowship criteria.

Other business

Harvey commented on the ageism that has been obvious in the current election cycle and that we should also be thinking about career paths for our older colleagues. Bill mentioned having met Katherine McGuire, APA's Chief Advocacy Officer, who is interested in collaborating with D20 around issues like rural aging as well as ageism in the election.

Incoming President remarks (Wally) – Would like to address priorities like ageism, as well as aging and technology programming and advocacy. Excited to serve!

Meeting was adjourned at 9:46 am PT.

COMMITTEE REPORTS

APA Division 20 Membership Report

Abigail Nehrkorn-Bailey, PhD, Alexander Erickson, PhD, and Helene Fung, PhD

As we approach fall and the new year, remember to renew your APA Division 20 membership. Full membership is \$25 and student memberships are \$15. Remember that 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 June 11th, 2024 – September 10, 2024! Our newest student affiliate members for Division 20 are marked by an asterisk.

Muhammad Waleed Abdullah*

Chelsea Ahearn-Feketa*

Marina Atef*

Patricia Beyer*

Ryan Bruellman*

Julia Burgess*

Monica Calderon*

Diamond Camacho*

Juanita Cushing*

Jillian Mueller Dombois*

Polina Ermoshkina*

Laura Evans*

Megan Fisher*

Ivano Garza*

Lily Gorman*

Christopher Griffith*

Mary Hannick*

Rachel Hause*

Maria Johansson*

Syeda Khadija*

Esha Khan*
Zhuolun Li*
Kristen Loredó*
Abigail Marne*
Nardin Michaels*
Jair Eulalio Perez Moreno*
Glenora Nelson
Felicia Numan*
Norama Pan*
Sarah Parker*
Jasmin Perez*
Christina Ravelo*
Jessica Reden*
Heather Roehlgabel*
Tabethia Stevens*
Linh Tran*
Miguel Soto Troccoly*
Vananh Vu*
Christine Wangui*
Nikki Weng*
Syeda Farhat ul Ain Zahra*
Anqing Zheng