

Adult Development and Aging News

October 2025 issue

Co-Editors: Julie Blaskewicz Boron, PhD, & Kelly E. Cichy, PhD

PRESIDENT’S COLUMN

Strength in Unity: Infusing a Diverse Lifespan Perspective Across Psychology

Rebecca S. Allen, PhD, ABPP

“Alone we can do so little; together we can do so much.” – Helen Keller.



Photo of President, Rebecca Allen Ph.D, ABPP

Anyone who knows me knows how I love my quotes, especially when they come from an Alabama native! As I begin my term as President of Division 20, I am thankful for your confidence in me, for the extraordinary mentors I have had throughout my career, and for the even more extraordinary mentees who have taught me so much. Thank you for your continued support of APA D20 and our common mission.

As Past-President Wally Boot noted during his term, we live in unprecedented and divisive times. It seems that our current social milieu incentivizes accusatory and mean-spirited passionate rhetoric over emotionally regulated and evidence-based discussion of science, practice, and innovative ideas. I’ve seen nothing like it in my 30-year history as a First-Generation Scholar and Professor of Psychology. Federal funding cuts and political incentives including some state laws have changed the way we pursue our science and describe our practice. But these changes have not and cannot be allowed to change our basic values. For these and many reasons, my primary focus throughout my term as President will be Strength in Unity.

I am proud to be a board certified Geropsychologist. I was, indeed, the second woman ever to receive ABPP in Geropsychology. Our colleagues in ABGERO strive to provide state-of-the-art services to older adults and their families. My own clinical work has always been significantly enriched by deep collaborative partnerships with community leaders and organizations. The effectiveness of interventions and meaningfulness of science increases when diverse perspectives from minoritized groups are actively sought and integrated into our work. My father, who was a farmer and a certified nursing assistant, used to tell me that if I could not explain to him what I was doing in school in a way that he could understand, what I was doing could not mean much.

We need to be communicating with each other and with our communities across socially constructed lines to relish and celebrate our diversity, not demean it. Strength in Unity.

Sadly, “integrated” care systems too frequently are fractured with poor communication, decreasing the quality of care patients receive. In contrast, the Veterans Affairs Healthcare System has, for decades, actively recruited psychologists to work in integrated care systems, particularly with older adults. The VA is the gold standard integrated care system in the US and serves a vital role in clinical geropsychology training. As we consider how best to position D20 in its mission to further science, practice, education and advocacy on behalf of older adults in the future, we must attend to this constituency and ensure D20’s relevance to psychologists in VA systems. This is one reason why our ongoing close collaboration with the Society of Clinical Geropsychology (SCG, APA Division 12, Section II) is so important. We have established a special membership task force to discover and describe areas in which we can better work together to achieve our goals. Through collaboration we can better understand mediators of successful mentorship, career development, and advocacy within the field of psychology and aging. Strength in Unity.

Some of you have heard me use the phrase “infiltrate and infuse” in reference to education and training in the psychology of aging. Though tongue in cheek, this idea stems from my belief that every psychology program should introduce students to the psychology of aging in some meaningful way at both the undergraduate and graduate levels. With the aging and diversification of the US citizenry, psychologists working with individuals in any context across the lifespan must gain some level of foundational and functional competencies in the field of aging to stay relevant. Strength in Unity.

Division programming at the APA convention is a key mechanism for highlighting these issues and advancing these goals, and we learned in the last year that *hours of division programming are directly tied to the divisions you claim when you register*. Therefore, I encourage you to claim D20 when you register to attend the APA convention! We welcome submissions on the following themes: *Implementation Science and Community-Engaged Translation of Aging Research*; *Novel Perspectives and Approaches to Person-Centered and Culturally Responsive Intergenerational Engagement*; and *The Science of Mentorship, Career Development, and Advocacy in the Psychology of Aging*. I especially welcome submissions involving the integration of emerging technologies including artificial intelligence and smart homes within these themes. I look forward to seeing many of you in Washington DC in 2026!

I am grateful, humbled, and excited as I look ahead to the year before us. Thank you for your trust, your support, and your shared commitment to D20. We will continue to stand on the shoulders of giants and promote focus on the psychology of adult development and aging in scientific, clinical, educational, and policy arenas. I look forward to working with you in the pursuit of Strength in Unity during the year ahead.

PRESIDENT'S COLUMN

Fighting the Good Fight in the Face of Unprecedented Challenges

Walter R. Boot, Ph.D.



Photo of Past President, Walter R. Boot, Ph.D.

Earlier this year, I had the privilege of hosting a town hall meeting to hear directly about the challenges our members are facing and their concerns about the future of research and practice in the years ahead. During the town hall and in the days that followed, I heard from Division 20 members at all stages of their careers about how changes in government priorities have affected your ability to conduct research, provide care, and train students and mentees. I heard your concerns about how implemented and proposed changes threaten the programs and safety nets that support the health,

well-being, and independence of older adults. I also heard your worries about threats to the core values of APA and our Division, particularly our commitment to advancing diversity, equity, and inclusion in both research and practice. To say we are living in unprecedented times is both a cliché and an understatement.

The good and bad news is that this is only the beginning of what will be a sustained effort. It is bad news because, in just a few months, we have already seen changes that have affected so many so deeply. It is good news because, at this early stage, we as individuals, as psychologists, and as a Division have the opportunity to engage in meaningful efforts to alter the course of these damaging trends and to champion the importance of research and services that improve the lives of older people. Across a variety of psychological and health domains, early intervention is essential, and the same holds true for the health and well-being of research and practice in adult development and aging. Now is the time to act.

After talking with members of our Division, it is clear to me that the piece I am writing does not need to spell out what must be done. We all understand the importance of making our voices heard and communicating to lawmakers and the public the value of what psychologists have to offer. What matters now is providing the tools and fostering motivation to help us take action, lower barriers to engagement, and inspire others to get involved. Maintaining motivation is especially important, given that while we advocate for others, we are also managing the personal and professional impacts of changes in government funding and priorities on our own lives.

How can we maintain long-term engagement in our advocacy efforts, even while juggling other obligations? Not surprisingly, psychology offers some answers. External cues to action can help reinforce habits, so if you haven't already, I encourage you to join the Psychology Advocacy

Network. You'll receive regular updates with simple steps you can take to support psychological science.

(<https://www.apaservices.org/advocacy/news-events/stay-informed/>). Goals and implementation intentions are important too. Make a specific plan, such as engaging in one advocacy activity each week, and link it to a regular cue. For example, commit to something as simple as writing or calling your representatives every Monday at the start of your lunch break. Finally, let your actions have a multiplier effect. Share your goals, progress, and plans with others and on social media to inspire action. Social influence can play a powerful role in shaping intentions and encouraging others to engage. Imagine the impact if all 1,000+ members of Division 20 engaged in regular, sustained advocacy efforts. If each of us committed to one advocacy activity per week, such as sending an email, making a phone call, or writing a letter to the editor, we would generate more than 52,000 communications in support of psychological science from our Division alone over the course of a year.

My ask of you is to make a commitment now or recommit to engaging in advocacy actions that support psychological science and the funding and training opportunities necessary to ensure the health, well-being, and quality of life of individuals across the lifespan. Just one activity a week can make a big difference. And to publicly share that commitment with others both inside and outside of the profession. Our collective voice is powerful, and that power is needed now more than ever to advance the values and goals of Division 20 and APA as a whole.

I will conclude by saying that I am looking forward to discussing these issues, as well as other ways we can expand the impact and reach of our Division, together with new Division 20 President Dr. Becky Allen. I especially want to thank Drs. Gloria Luong and Nelson Roque for putting together a wonderful convention program, and I extend my gratitude to everyone who submitted abstracts. Although we were not able to include all submissions due to limited programming hours, every submission reflected the critical importance of psychological science in supporting successful lifespan development and aging, as well as the core values of our Division and APA.

As always, 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.

CONVENTION RECAP

2025 APA D20 Newsletter Convention Summary

Gloria Luong, PhD, and Nelson Roque, PhD

This year, APA's 2025 annual convention took place in Denver, Colorado, bringing together researchers, practitioners, and students to share community and innovative work in adult development and aging.

The Division 20 program included multiple symposia, skill-building sessions, award addresses, and poster sessions, co-sponsored across APA divisions to highlight the rich interdisciplinary nature of aging research and practice.



Programming for Division 20 was well attended and featured interactive and engaging offerings. Highlights included a *Skill Building Session* on **Reducing Ageism by Increasing Psychologists' Knowledge of Mental Health in Older Adulthood**, as well as **The Conduct of Technology-Behavioral Interventions with Older Adult Populations**, which brought together experts on the integration of behavioral science and technology in aging.

We were also pleased to feature symposia addressing timely and critical issues, such as:

- Hopes, Fears, and Futures: Possible Selves in Deathcare, Chronic Illness, and Midlife
- Recognizing and Validating Relationship Diversity in Older Sexual Minorities (co-sponsored with Division 44)
- Differential Pathways to Healthy Aging Across Diverse Groups of Older Adults (co-sponsored with Division 45).

A highlight of this year's program was the **Baltes Distinguished Research Achievement Award Lecture**, delivered by *Dr. Manfred Diehl*. His invited address underscored the enduring importance of awareness of age-related change (AARC) in understanding adult development and aging.

Another centerpiece was the symposium honoring Dr. Victor Molinari's legacy. Dr. Molinari, a leader in clinical geropsychology and long-term care research, has been instrumental in shaping training, practice, and advocacy for older adults, particularly those in vulnerable care settings. The session, **Innovation in Geropsychology and Long-Term Care Settings: Honoring Dr. Victor Molinari's Legacy**, brought together colleagues and mentees to reflect on his profound influence on the field. Presenters highlighted his pioneering work on mental health services in nursing homes, his commitment to mentoring the next generation of geropsychologists, and his advocacy for advancing quality of care for older adults. The discussion not only celebrated his contributions but also charted future directions inspired by his vision and leadership.



Our two Division 20 Poster Sessions and additional co-sponsored poster events showcased a wide range of new findings from established and emerging scholars in adult development and aging.

We were especially excited to bring the community together for networking and celebration. Division 20 and Division 12.2 hosted the

Museum with Mentors Event at Meow Wolf Denver, a creative space for mentor-mentee engagement, as well as our social hour, co-sponsored with CONA, where colleagues connected over food, conversation, and recognition of contributions to the field.

We extend our thanks to the presenters, sponsors, and attendees who helped make the 2025 program a success. Planning is already underway for 2026, and we look forward to another stimulating program as we gather in Washington, D.C next August (6-8).



All the best,
Gloria and Nelson
Division 20 Convention Program Co-Chairs, 2025

TEACHING TIPS

Practical Tips for Successfully Implementing AI

Erica Noles, PhD

Accepting AI in my classroom wasn't easy. I signed up to teach psychology, critical thinking, and clear communication—not to become a technology instructor. Managing Canvas, SPSS, and digital literacy felt like enough. But then AI and ChatGPT showed up to rewrite the rules of writing. Rather than spending time trying to outsmart AI (spoiler: we probably can't because AI is constantly updating and adapting to humans), I've focused on integrating it meaningfully into my courses. I feel a professional imperative to prepare my students with skills they will likely need in the next chapters of their lives.

Using backward design, I reconsidered what I wanted students to take away from each assignment and whether AI could or should be used. Similar to sex or substance use educational approaches, it seemed unlikely that an abstinence-only AI policy would work. Students will use AI, so we should teach them how to do so ethically and responsibly. Instead of banning AI use, I now guide students in seeing it as a tool to enhance learning. In the end, AI didn't just change my courses, it challenged me to double down on being a lifelong learner. Though I can't promise redesigning important aspects of your course will be fast or easy, I hope the tips and resources below provide a starting point and show ways to make the process clearer and more enjoyable for you and your students.

- **Bring AI literacy and information into your course early.**
 - **Favorite resources for faculty to learn about AI and conceptualize AI's role in higher education.**
 - Bowen, J. A., & Watson, C. E. (2024). *Teaching with AI: A practical guide to a new era of human learning*. Johns Hopkins University Press.
 - Mollick, E. (2024). *Co-intelligence: The new era of human and machine collaboration*. Penguin Press.
 - Darby, F. (2024, October 30). *5 small steps for AI skeptics*. The Chronicle of Higher Education. <https://www.chronicle.com/article/5-small-steps-for-ai-skeptics>
 - Eaton, S. E. (2023). Postplagiarism: Transdisciplinary ethics and integrity in the age of artificial intelligence and neurotechnology. *International Journal for Educational Integrity*, 19, Article 23. <https://doi.org/10.1007/s40979-023-00144-1>
 - **Favorite resources for students to read/watch for class discussion.**
 - Anderson, D. J.,... Zurcher, A. (2024). *Student guide to artificial intelligence*. Elon University's Imagining the Digital Future Center and the American Association of Colleges and Universities. <https://studentguidetoai.org/>

- Abrams, Z. (2024, April). *Addressing equity and ethics in artificial intelligence*. *Monitor on Psychology*.
<https://www.apa.org/monitor/2024/04/addressing-equity-ethics-artificial-intelligence>
- Daily, C., (2023, October). *Define ethics: An introduction to AI and its implications*. <https://medium.com/the-ai-educator/define-ethics-an-introduction-to-ai-and-its-implications-a19c2096bcda>
- Anders, B. (2024, February 14). How students can use AI ethically [Video]. YouTube.
<https://www.youtube.com/watch?v=zyf3YVWx6nw>
 - I watch this 19-minute video with them to initiate the discussion on how to write strong prompts and use AI ethically to improve their writing.
- **Develop a clear syllabus policy.** Mine is [found here](#), and tools like [this website](#) can assist. Your institution may have helpful resources as well.
- **Provide AI statements on every assignment.** Specify how AI can or cannot be used and explain why for each assignment. I have this information included in all assignment directions. It is time-consuming at first, but faculty and students need clarity and transparency regarding expectations and guidelines.
- **Step back and reconceptualize what skills you want students to gain from each assignment using a backward design approach.** Next, ask how AI can be used ethically and responsibly to help. Not every assignment will benefit from AI, but this step has required me to reconceptualize old assignments and create new ones. Whether I want AI to be involved or allow AI to be used in an assignment is partially up to me, but it mainly relies on students being motivated to do strong work and engage in ethical AI use. Instead of banning it, I have tried to find ways to infuse it into my course. Here are a few ideas of how I have updated and changed assignments to accept AI's role in education. I believe we have a professional responsibility to help students gain experience with using AI while teaching them the strengths and weaknesses of this technological tool.
 - o **Thinking Like a Scientist** – Use AI to refine personal interests into scientific research questions, evaluate AI-suggested sources, and critically analyze AI's accuracy and reliability. Students must find and evaluate the sources and reflect on AI's role in the process.
 - o **Recapping a Semester** – Create a top five concept recap video with personal applications and creative elements, using AI for connections and creative themes. Students must connect the concepts to the book or class to ensure they are referring to course content, but they can use AI to help make it fun and creative.
 - o **Summarizing Class Notes** – Design organized module recaps that ask students to provide the notes they took during class and lab each day while using AI for structure. They can also use AI to develop career-relevant examples of their favorite concepts from the module. They need to attend class/lab for the content, but they can use AI to organize and help make new connections.

- **Summarizing Journal Articles** – Design detailed worksheets to explain the main content of the article and a separate section to critique validity. Using detailed worksheets helps break it into manageable steps and reduces the temptation to outsource the task to AI. They are instructed to use their own knowledge for summary information since I am evaluating their ability to read and extract important information. In the worksheet, they are prompted to ask AI questions they did not understand while reading and evaluating AI's responses to their questions. AI can also be used to develop suggestions to improve the limitations or help with ideas to extend the article's findings with a new sample or setting.
- **Restating Assignment Directions** – Suggest that students use AI to simplify detailed instructions and check drafts to align with assignment criteria. This tip has helped several students understand what I am asking as they worked through my directions.
- **Practicing Clinical Interviewing** – Simulate client interactions using AI to practice interviewing skills, question formulation, redirecting clients, and specific therapeutic techniques. I haven't tried this tip yet, but the idea was [inspired by an article](#) from my philosophy colleagues using AI conversations to deepen students' ability to engage in deeper dialogue.
- **Using AI in Scientific Writing** – Develop AI-assisted writing prompts for refining structure, clarity, and organization in academic papers. Strong prompts can help AI serve as a writing tutor to assist students in the process of writing. The video linked above is a great starting point, and LinkedIn Learning also has some excellent resources for this process.
- **Require AI disclosure from students with each assignment.** Students should always explain how they used AI in the assignment and provide necessary output, screenshots, or links in this disclosure. I make these AI disclosure statements worth 5 points of every assignment, and it's more of a pass/fail grading system. If they didn't use AI or only used Grammarly or features built into Google or Word, they can briefly state this information for an easy 5 points.
- **Teach them how to write clear, detailed prompts.** Show them the importance of crafting an excellent prompt. The resources linked above provide a starting point for conceptualizing this process, but it's actually fun to do it in class with them, too. I have shown them how I prompted AI to make worksheets for them, how I have used it to help me accomplish tasks, etc. Take a class question that stumps you and show them how they could prompt AI for insight while being critical of the output.
 - **Example:** Here is a [current set of prompts](#) I am using with students while writing their Introduction sections.
 - **Important reminder for prompts when using AI as a writing assistant:** Explain the importance of adding a statement like, "When reviewing my work and providing suggestions, do not add any additional sources or content. Only take what I have written and provide feedback on my words because I do not want you to add any new information to my writing. You can make suggestions, but do not make

additions.” These types of prompts guide ethical AI use in student writing. Prompt generation is also a key element to ethical and appropriate AI use. This skill is valuable for both faculty and students to continue developing.

- **Do not rely on AI detectors.** Countless flaws are inherent in using these tools as valid indicators of AI misconduct. See [here](#) and [here](#) for more details. Importantly, every large language model update makes AI sound more human. Thus, these detectors are becoming less accurate each day. These detection tools may be one piece of evidence to examine, but they are very problematic and should be used cautiously and sparingly. Responsible AI is easier to teach than using a flawed tool for evaluating student work. There are also numerous lawsuits from students who claim they are being falsely accused of AI misuse.
- **Remember our role as educators when they make mistakes – use initial mistakes as learning opportunities.** We continually learn new insights about AI every single day. I have lost count of how many times I have had my mind blown by what AI can do. Though I am very serious about academic misconduct in my classes, even [scholars are debating](#) how to handle this so-called era of post-plagiarism. In addition to academic debates about AI and plagiarism, students are getting mixed and inconsistent messages from many faculty simultaneously. I can’t fault them for being confused. In my course, I try to balance clear policies with intellectual humility as I approach students who make mistakes. I don’t know why they made the mistake. Depending on the issue, it may be a stern reminder about course policies. More serious issues may result in zero, with the option of earning 50% credit for resubmitting in their own words. It may result in an irrevocable zero and referral to the Dean of Students. How do I catch these types of things without relying on AI detectors? The design of the assignment is key. For example, when evaluating the limitations of an article, did you know that a researcher in 1980 noted their major concerns about the increasing role of social media and online dating in romantic relationships? Did you know that when recapping our first week of class, we spent one class period discussing multiple in-depth case studies (spoiler alert – I don’t use case studies in this course and definitely not in the first week)? When you adjust assignments to work with AI, it becomes easier to see when AI was misused to summarize an article or class notes. I do not want them to fear me or AI; they should approach using AI ethically and clearly know my expectations and rationale about AI. Requiring an AI statement on each assignment allows you to leave comments like “This assignment feels like you used AI very heavily, yet you didn’t document this use or output in your disclosure statement. I am unclear whether you could explain X, Y, and Z in your own words because these ideas feel like AI, not an undergraduate student, authored them. I cannot provide any points for this work, and I invite you to contact me if you feel that I have made a mistake in this assessment. If you did submit work containing undocumented AI use, please use this as an important reminder to behave responsibly and ethically. Future violations will result in more severe consequences.” I keep a running spreadsheet of AI warnings and escalate as needed. This system has been successful, and I am still refining it.

- **Use AI to make teaching fun.** I enjoyed using AI to create new worksheets or a trivia game for class discussion. Give AI information about what you want students to learn from the discussion and what they were asked to know/read before they arrived. Next, ask AI for some creative ways to engage students with the process. AI can help generate examples of multiple-choice questions for practice tests, activities for students, prompts for small group discussions, new worksheets, etc. Learning to treat AI as an assistant (see Ethan Mollick's book linked above for more on this idea) has been the best part of learning to use AI. How can AI help me do my job more efficiently by helping bring the fun parts of teaching back to the classroom? How can I harness the power of AI to revamp assignments, class activities, and discussion prompts?
- **Ask students how they are using it in their lives.** Be both a content expert in your field and a lifelong learner of crucial technology like AI. Students seem to have a full range of emotions and thoughts about AI in their lives – ask them and learn from them, too. They see what their peers are doing. They are using new apps and engaged in popular culture. They have taught me about their grandmother getting AI-created audio phone calls from them about needing bail money. They have taught me that AI can help students with severe ADHD schedule breaks to eat and be active. They have taught me that AI can re-explain my directions in a way that is clearer for them. In a sense, we are all on the same playing field here. AI is a relatively new tool for all of us, and I can attest that embracing AI isn't easy or quick, but it has been rewarding for me and my students.

AI Disclosure: The content and ideas above were created by the author. Grammarly (Grammarly, 2025) and the built-in editor in Word (Microsoft, 2025) assisted with clarifying the writing. ChatGPT (OpenAI, 2025) helped consolidate my original opening ideas into a briefer introduction and turned my assignment information into a more concise list. Please reach out with any suggestions or your favorite AI resources via email at nolese@uncw.edu.

Dr. Erica Noles
Senior lecturer
University of North Carolina Wilmington.

STUDENT NEWS

See You in Boston! Tips for Navigating GSA 2025

Sophia Geisser, BS

Hi, Division 20 students!

The Gerontological Society of America's 2025 Annual Scientific Meeting is right around the corner, and this year, we'll be gathering in Boston, Massachusetts in mid-November. Here are a few tips to help you navigate the conference and make the most of your time.

- 1) **Plan ahead.** Start looking at the program online and flag sessions you're most excited to see. GSA is a large meeting with multiple concurrent sessions, so having a plan helps you prioritize what is most relevant to your professional interests.
- 2) **Network intentionally.** From poster sessions to social receptions, GSA offers opportunities to meet other researchers, clinicians, and policymakers.
- 3) **Pack smart.** Boston weather in November can be unpredictable. Pack layers and a good jacket for walking between hotels and the convention center. And yes, always keep a few portable snacks in your bag to help you power through busy days.
- 4) **Balance work and exploration.** Build in downtime to recharge. Boston has rich history and culture. Consider walking the Freedom Trail, exploring the museums in Cambridge, or grabbing seafood at Quincy Market.
- 5) **Join Division 20 and student-focused events!** Stop by our student and early-career programming, including networking opportunities, mentoring sessions, and critical conversations on career development in adult development and aging.
- 6) **Connect with ESPO (Emerging Scholar and Professional Organization).** ESPO is GSA's student and early-career arm, and they host terrific sessions and social events geared specifically for those in training and early in their careers. Attending ESPO events is one of the best ways to meet peers across divisions, find collaborators, and get advice from fellow students navigating similar paths.
- 7) **Don't miss the Multi-University Dessert Reception!** This annual favorite brings students and faculty together from different programs for informal networking over sweet treats. When: Friday, November 14, 2025, 9:00–11:00 PM ET. Where: Marriott (Salon E). It's a relaxed and welcoming event where you can make new connections (and enjoy dessert after a packed day of sessions!).

We can't wait to see you in Boston this fall. Safe travels and get ready for an exciting GSA 2025!

STUDENT NEWS

Expanding Training with New Tools: Reflections from a University Counseling Clinic

Donna S. Sheperis, EdD; Shiri Sadeh-Sharvit, PhD; Victoria Guinn, MS; Roshni Joseph, MS; Eduardo Bunge, PhD; & Lee Assenheim-Dagan, PhD

Division 20 would like to highlight doctoral student Victoria Guinn for her recent co-authorship of a publication exploring how new technology can strengthen training in counseling. Victoria is currently a PhD candidate in Clinical Psychology at Palo Alto University, focusing on aging populations and neuropsychology. She is active in clinical training at the Palo Alto VA Memory Clinic and participates in APA Division 20's mentoring programs and aging-related research projects. Victoria also teaches and develops psychoeducation resources in adult development and aging, preparing for dissertation and practicum work as she advances her career. Building on her passion for equitable, evidence-based care for older adults and diverse communities, Victoria joined colleagues in evaluating how a digital support platform could enrich supervision and skill development for counseling trainees.

The study, published in the *Journal of Counselor Preparation and Supervision* (2025), examined 175 counseling sessions conducted by 13 trainees with 93 clients. The tool provided feedback on session dynamics, interventions, and client progress. Some important takeaways:

- Students commonly used validation (97.6%), action planning (63.1%), and CBT skills (52.1%).
- Counselors spoke an average of 43% of the time, leaving significant space for client voices.
- By the 7th session, clients reported meaningful decreases in depression (15%) and anxiety (7%) symptoms.

This work shows how feedback tools can help trainees build confidence, sharpen clinical judgment, and better address client needs. As training evolves, students like Victoria are bridging traditional approaches with innovative resources that support person-centered care. These advances also hold promise for improving services for older adults by reducing disparities and expanding access through thoughtful use of technology.

COMMITTEE ON AGING CORNER

Honoring Leadership and Shaping the Future: Fall 2025 CONA Updates

Lisa Lind, PhD, ABPP



Photo of Michele Karel PhD

Dr. Michele Karel was selected to receive the 2025 Committee on Aging (CONA) Award for the Advancement of Psychology and Aging in recognition of her close to 30 years with the Veterans Health Administration (VHA) and sustained and impactful contributions in the development of policy, clinical, educational, and administrative resources to support geriatric mental health services. Dr. Karel began her career within the VA Boston Healthcare System where she coordinated geropsychology training and engaged in collaborative research. She transitioned to the VA Central Office in 2011 and served since 2018 as the National Mental Health Director, Geriatric Mental Health, in the Office of Mental Health. In this role Dr. Karel advanced integrated mental health services for veterans receiving care in interdisciplinary Geriatrics and Extended Care programs such as Home-Based Primary Care, Community Living Centers (VA nursing homes), and Palliative and Hospice Care programs. Dr. Karel oversaw the implementation and evaluation of the STAR-VA program to support CLC teams in understanding and managing dementia-related behavioral concerns.

An outstanding and highly valued mentor to scores of VA trainees, Dr. Karel supported multiple national VA communities of practice via listservs, community meetings, and peer mentorship programs including the facilitation of a weekly clinical consultation group for VA psychologists who needed hours to apply for board certification in Geropsychology (ABGERO). More broadly, Dr. Karel co-chaired the Pikes Peak conference and partnered in developing and disseminating the Pikes Peak Geropsychology Knowledge and Skill Assessment Tool. She has generously served as Chair of the Council of Professional Geropsychology Training Programs, held multiple service roles in the Society of Clinical Geropsychology including membership chair, Representative to Division 12, and serving on the Committee on Science.

Dr. Karel is a prolific author with approximately 90 publications on topics including values elicitation for advance care planning, decision making capacity evaluation, and ethics in geriatric mental health practice. Dr. Karel is retiring from the VA and leaves behind a legacy that has profoundly shaped geriatric mental health care. Dr. Karel has been a dedicated mentor, a passionate advocate, and an unwavering champion for geriatric mental health nationally. Through tireless and persistent advocacy, she helped build a new infrastructure that expanded access to care and strengthened education across the VHA system. Colleagues expressed their deep appreciation for her career: *“Dr. Karel is the consummate professional, known for her high standards, integrity, and ethical leadership. At the same time, her warmth, authenticity, and compassion have left a lasting impression on everyone fortunate enough to work with her*

through both her expertise and genuine care for others.” Dr. Karel’s impact is enduring, and we are honored to carry her vision forward.

Resolutions

CONA has been busy working on revising two major Resolutions; the Resolution on Palliative Care and End-of-life Issues (PEOL) and the Resolution on Family Caregiving. CONA would like to thank Division 20 members who provided helpful public comments to the PEOL Resolution. We are currently working on incorporating suggestions so it can be reviewed and approved at the February 2026 Council Meeting. Please be on the lookout for requests for comments on the Family Caregiving resolution in late September-October 2025. We also hope to have the final draft completed in time for review and approval at the February 2026 Council Meeting.

Looking for Input on the Caregiver Briefcase

CONA is also working on making website updates, with a goal of updating the Caregiver Briefcase ([Caregiver Briefcase for Psychologists](#)). We are open to feedback from colleagues on pertinent resources that you would like to see included in this resource page. If you have suggestions, feel free to email llind@deeroaks.com.

Upcoming Webinar Series

CONA is looking forward to our upcoming three-part webinar series based on the revised APA Guidelines for Psychological Practice with Older Adults ([Guidelines for Psychological Practice With Older Adults](#)). The series will include the following presentations from our esteemed colleagues:

- Date/Time: September 18, 2025, 1 p.m. ET
Title: *APA Guidelines for Psychological Practice With Older Adults: 2024 Key Updates*
Presenter: Mark Brennan-Ing, PhD
Registration: [APA Guidelines for Psychological Practice With Older Adults: 2024 Key Updates](#)
- Date/Time: September 24, 2025, 1 p.m. ET
Title: *APA Guidelines for Psychological Practice With Older Adults: Focusing on Assessment*
Presenter: Bonnie C. Sachs, PhD, ABPP
Registration: [APA Guidelines for Psychological Practice With Older Adults: Focusing on Assessment](#)
- Date/Time: October 2, 2025, 1 p.m. ET
Title: *APA Guidelines for Psychological Practice With Older Adults: Focusing on Intervention/Consultation*
Presenter: Kimberly Hiroto, PhD
Registration: [APA Guidelines for Psychological Practice With Older Adults: Focusing on Intervention/Consultation](#)

Seeking new CONA members

The goal of CONA is to advance psychology as a science and profession and as a means of promoting human welfare by ensuring that older adults, especially the growing numbers of older women and minorities, receive the attention of the Association. CONA works toward the optimal development of older adults, expanded scientific understanding of adult development and aging, and the delivery of appropriate psychological services to older persons. We will soon have a call for nominations for two new committee members for 2027. Please read more about the [Committee on Aging](#) and consider nominating yourself.

As the CONA liaison with Div. 20, I look forward to future collaborations with other Div. 20 members.

Lisa Lind, PhD, ABPP

COMMITTEE REPORTS

Division 20 Executive Committee End of Year Meeting Minutes

August 8, 2025 • 7:00-9:00 am (MT)

Mineral Hall A, Hyatt Regency Denver (Level 3)

Zoom link (if needed): <https://weillcornell.zoom.us/j/95477675377>

In attendance: Wally Boot, Rebecca Allen, Grace Caskie, Cecilia Poon, Alissa Dark-Freudeman, Bill Haley, Ryan Best, Nelson Roque, Gloria Luong, Kelly Cichy, Lewina Lee, Maggie Syme, Katherine Ramos, Shevaun Neupert, Rachel Wu

Overall updates (Wally reporting) – Wally highlighted the importance of Division 20 as a center for advocacy for older adults, especially via APA to the government.

We were able to maintain 2 council reps (from 410 people voting for us, 1,297 votes), but we are not that far from getting 3 council reps – perhaps if 50 people gave us 10 more votes each, we would be where Division 2 is currently. It will be important to try next year.

The CODAPAR Project on economic justice in terms of older adults facing financial issues, exploitation, fraud, etc. We are preparing policy briefs now, and will be done at the end of August. The EC may review it afterwards, and it is especially important to have these policy briefs now given the proposed cuts to consumer protections and policies.

There will also be continued discussions about merging Divisions 20 and 12-II (Society of Clinical Geropsychology) given aligned interests.

We can also revisit the idea of monthly executive committee meetings/town halls, given the quick pace of things happening at the moment.

Listserv updates (Cecilia reporting) – Joann retired from the role of listserv moderator last year. For the general community listserv, some people like that it is like a newsletter, but others want more of a kind of interactive discussion forum. There is a listserv that is supposed to be more like a forum, but not sure if it should be resurrected and if there should be someone moderating that, or we can make the announcements listserv a bit more interactive. There may have to be more interaction in the near future given what Wally said (about advocacy and need to react quickly), so it might be good to have some kind of online forum/listserv for that. The EC decided to revive the forum listserv. The plan is to purge current members, and start fresh with an announcement that folks can join on the Announce listserv

Treasurer's report (Kelly reporting) – The finance committee was revived this year. We have around \$43,000 in our checking account, and total assets are \$89,664. Everything costs more, but we also increased our budget slightly by increasing the dues by \$10. Dr. Helene Fung will take over as Treasurer. Our estimated total yearly expenses are a little over \$20,000. We moved the mid-year GSA meeting to online to save quite a bit of money. In general, we are in very good financial shape. 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. The finance committee proposed a budget for 2025-2026, which was unanimously approved by the EC.

Program committee (Gloria reporting) – We only have 6 convention hours for symposia, compared to 10 last year, due to not as many people submitting and attending. So, half of the proposals had to be rejected this year. There are also aging talks counted towards other divisions, like Division 5 Quantitative and Qualitative Methods. It was a great program, despite only having 6 hours to work with. The Munching with Mentors event was a huge success – very well-attended, Awards session, social hour. There was discussion about continued communication between D20 and other divisions to make sure we're cross-listed with aging-related programs from other divisions

Social Media & Newsletter update (Julie and Kelly reporting) – We are looking into more social media avenues, perhaps related to the listservs discussed earlier in the meeting. We are looking at 3 issues, timed before each meeting (October and July) and one in the middle (April). We are looking to include at a minimum, the President's report and program report.

Fellowship committee (Sherry reporting) – We have 5 new fellows this year! There are still barriers for applying, but there may be ways to reach out to potential candidates to encourage more applications and encourage self-nominations. This past year we didn't have any new fellows, unfortunately, but maybe other divisions did not have new fellows either. This year, the Fellows committee is motivated to examine the D20 roster to identify folks who are clearly ready to apply and encourage them to do so.

Council report (Bill reporting) – One of the main guidelines passed is that only people with doctoral degrees will be called psychologists, not master's level, but individualized at the state level. We ensured the council doesn't just ignore older adults via guidelines for ageism and increasing masters in aging related topics. In particular, the Council of Representatives approved the APA Resolution on Ageism that was prepared and submitted by the Committee on Aging . "Health disparities" might be a more favorable term in federal contexts than DEI. APF and APA seem to be at war.

Munching with the Mentors update (Rowena reporting) – The mentees asked a lot of questions about the uncertainty about the future and especially about jobs and funding. We should provide support for not just PhD to postdoc, but also early to mid and mid to full professors.

Education committee (Alyssa reporting) – The scope of Div 20 helping with undergraduate and graduate curriculum was discussed.

Awards committee (Wally reporting) – Awards were awarded successfully, and we are looking into revamping the application process to be more web-based instead of just over email, where things can get lost.

Elections committee (Ryan reporting) – We found people for all positions, and are looking for a new secondary co-chair for the upcoming year. Rebecca indicated that Brenna Renn would serve as the incoming elections committee co-chair. Ryan and Rebecca will work together in the coming year to organize candidates for the 2026 election.

Incoming President remarks (Rebecca) – CODAPAR will address priorities like economic justice, and we will address caregiving leading to palliative care, medical aid, and medical decision making. Looking forward to the coming year!

Meeting was adjourned at 10:43 am MT.

Respectfully submitted,
Rachel Wu
Division 20 Secretary
Associate Professor of Psychology
University of California, Riverside
Rachel.wu@ucr.edu

OTHER UPDATES

Don't Delay, Join D20 Today!

Janelle Gore, MPH



Rosie the Riveter: Image From:
<https://www.template.net/design-templates/posters/sample-we-want-you-poster/>

When you renew your APA membership, make sure to join Division 20 (Adult Development & Aging)! Division 20 is a dynamic community dedicated to exploring growth, change, and resilience across the adult lifespan. By joining, you'll gain access to exclusive resources like the *Adult Development & Aging News*, the *Guide to Graduate Study in the Psychology of Adult Development and Aging*, and a library of teaching tools and resources. You'll also find mentoring, leadership opportunities, and recognition through awards and funding opportunities. Division 20 is perfect for students, early-career professionals, and seasoned psychologists alike. Most importantly, you'll be part of a vibrant network of colleagues working to advance research, practice, and policy related to aging, caregiving, and adult development. Joining Division 20 means helping shape the future of psychology and aging!