

Adult Development and Aging News

March 2026 issue

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

PRESIDENT’S COLUMN

Possibilities in Leadership and Service in Aging within the American Psychological Association: A Call to Action

Rebecca S. Allen, PhD, ABPP



Photo of President,
Rebecca Allen Ph.D, ABPP

“We have more possibilities available in each moment than we realize.” – Thich Nhat Hanh

“The only limits to the possibilities in your life tomorrow are the buts you use today.” – Les Brown

Happy 2026, everyone! As I look across my career span and consider the driving forces influencing our collective professional work, I experience a sense of wonder, appreciation, and gratitude. I personally, and we collectively, have experienced opportunities and challenges, often simultaneously within the exact same circumstances. I would not trade it. I am excited to be right here, right now! It is full of possibilities.

As you know, the leadership of D20 and the Society of Clinical Geropsychology (Division 12, Section II, or SCG) sent out a membership survey in December 2025 and January 2026 about the possibility of these two separate professional groups combining forces or “merging.” There was a **robust** discussion about this possibility on the SCG listserv. I wanted to share the results of the survey and describe recent discussions taking place among the leadership of both organizations about potential next steps.

Thanks to Dr. Bill Haley, we worked with Maggie Helmus at APA to discover membership and membership overlap information. In 2025, the membership of D20 was 1,136 and the membership of SCG was 266. Only 90 individuals were listed as members of both organizations. That is only 34% of the membership of SCG and only 8% of the membership of D20. One impetus for discussions about potentially merging was the idea that a combined organizational voice within APA may yield greater impact for aging advocacy. For example, one larger organization organized around adult development and aging, representing clinical and experimental focus areas, may result in an additional seat on the APA Council of Representatives. For the past several years, D20 has narrowly missed the opportunity to have a third Council seat based on the apportionment ballots (for divisions or state organizations) or “10

for 20” campaign held each fall. It is possible, given these data, that combining organizations or “merging” would provide the membership numbers in a combined division necessary to secure more apportionment ballots and gain that coveted third Council seat.

Very special thank you to Dr. Wally Boot for administering the survey and analyzing the results. When polling closed at the end of January, 168 individuals completed the D20 & SCG Membership Survey. Of these, 34 (20%) completed the survey in January after the robust discussion of this issue that occurred on the SCG listserv. There were no differences between responses received in January and those received in December. Here are the main quantitative and qualitative results:

- 48 respondents reported membership in SCG, 59 reported membership in D20, 61 reported memberships in both SCG and D20
- In response to the question “Considering the potential benefits and drawbacks you’ve listed above, today, would you say you are leaning more toward or against a merger of Division 12-2 (SCG) and Division 20?”:
 - o Of those 41 individuals who considered SCG their primary division, 26 (63%) leaned toward the merger.
 - The primary issue driving support for a potential merger was having a stronger advocacy voice within APA.
 - This was followed closely by a desire to maintain a distinct professional identity within a merged organization and the opportunity for enhanced APA programming on aging topics.
 - o Of those 57 individuals who considered their primary division to be D20, 42 (74%) leaned toward the merger.
 - The primary issue driving support for a potential merger was the potential of enhanced programming on aging topics.
 - This was followed closely by desire for a stronger advocacy voice within APA.
 - o Of those 56 individuals who were members of both divisions, 41 (73%) leaned toward the merger.
 - The primary issue driving support for a potential merger was having a stronger advocacy voice within APA.
 - This was followed closely by enhanced programming on aging topics, increased council representation, and the desire to maintain identity within a merged organization.
- Analysis of typed qualitative responses regarding potential benefits of a merger included a stronger and more consistent voice for aging, input in wider areas associated with aging and adult development (including counseling psychologists who are not members of Division 12); greater opportunities for networking, reduction in duplication of efforts and the burden of leadership across organizations, reduction of silos and overspecialization so that services for the vast majority of older adults may be increased, and reduced confusion for trainees and early career professionals regarding the need (effort, finances) to belong to multiple professional organizations within APA.

- Analysis of typed qualitative responses regarding potential drawbacks of a merger included potential loss of professional identity and specific focus, concern that founding members of SCG would feel their efforts have been diminished, loss of a division focused on adult development earlier in the lifespan, loss of an aging voice within Division 12 (Clinical Psychology), fear of change and the growing pains of change (affecting listservs or journals), and desire to see clinical geropsychology representation in D20 leadership.

The survey was prompted by years of discussion across members of D20 and SCG about the sustainability of maintaining separate operating systems and leadership across these two APA units. We have the same named awards, and many individuals have served as leaders of both organizations. Indeed, I was President of SCG in 2021 and our D20 President-Elect, Dr. Katherine Ramos, is a clinical geropsychologist. Members of the Presidential Trios of D20 and SCG met on February 24, 2026, to discuss the results and potential next steps. It was decided that special membership committees would be formed within D20 and SCG to consider the logistics of moving forward with combining resources or a “merger”. The leaders of the special membership committee within D20 are Drs. Sue Whitbourne and Kyrsten Hill. They will be joined by special membership committee members from SCG to work with the Presidential Triads of each organization. Next steps include:

1. Dissemination of the survey results in D20 and SCG newsletters and websites.
2. Further opportunities for member response and discussion via listservs or other means of communication.
3. Creation of a proposal regarding the logistics and operations of a merged organization. This would functionally be Proof of Concept. One idea has been D20 bylaws changes that would create a “Vice Presidential” position so that President and VEEP could rotate between representatives of what was once D20 and what was once SCG (D20 Pres one year, SCG Pres the next year, back to D20 Pres the third year). Functionally, this would be creating what was referred to in the October Town Hall as a “20-2” similar to “12-2”.
4. Dissemination and discussion/vetting of the Proof of Concept Proposal to membership of D20 and SCG. This process would resemble stakeholder vetting and input for APA Resolutions frequently led by the Committee on Aging for aging-focused content.
5. Formal membership vote to create a Division of Adult Development, Aging, and Geropsychology Practice (name change and other specifics to be determined in collaboration with APA and our membership).

This has been a long article with much to consider. I welcome emails, texts, calls, or any other way you would like to connect about the survey results. I am excited to be right here, right now. I welcome the opportunity to mindfully strengthen professional space for adult development and aging as well as Geropsychology Practice within APA.

PAST PRESIDENT'S COLUMN

Division 20 Advances Economic Justice for Older Adults

Walter R. Boot, Ph.D.



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

The APA CODAPAR–funded project Leveraging Psychological Science to Advance Economic Justice brought together an interdisciplinary coalition of APA divisions to address poverty and economic inequality through a psychological science lens. Participating divisions included Division 9 (Society for the Psychological Study of Social Issues), Division 17 (Society of Counseling Psychology), Division 20 (Adult Development and Aging), Division 27 (Society for Community Research and Action), Division 35 (Society for the Psychology of Women), Division 37 (Society for Child and Family Policy and Practice), Division 38 (Society for Health Psychology), and Division 41 (American Psychology–Law Society). Together, these divisions represented expertise spanning the life course, mental and physical health, community and social systems, gender and family contexts, and policy and legal frameworks.

The purpose of the grant was to leverage psychological science to advance economic justice by synthesizing evidence on the causes and consequences of poverty and economic inequality, assessing promising practices and interventions, and translating this knowledge into concrete, actionable policy recommendations. Drawing on diverse subfields of psychology, the project produced a comprehensive, multifaceted analysis demonstrating how psychological science can inform effective public policy.

The collaborative produced a coordinated set of policy briefs highlighting state-of-the-field psychological research related to poverty and economic inequality. These policy briefs are now complete and articulate clear policy solutions and recommendations.

As part of this effort, Division 20 (Adult Development and Aging) contributed a completed policy brief authored by Walter R. Boot, Ph.D., Marguerite DeLiema, Ph.D., and Shinae L. Choi, Ph.D. The Division 20 brief focused on financial exploitation of older adults as a critical economic justice issue, synthesizing psychological research on the scope of exploitation, age-related vulnerabilities, and the emotional, physical, and economic consequences of victimization. It highlighted how emerging technologies, including AI-enabled scams, are increasing risks for older adults and advanced policy recommendations emphasizing the preservation and strengthening of the Consumer Financial Protection Bureau, increased federal investment in research, and shared responsibility for fraud prevention across financial institutions, technology companies, and regulators.

Building on these completed products, workshops and webinars will feature paper authors and other experts to present key research findings, identify remaining gaps, discuss policy implications, and outline strategies for effective advocacy aimed at advancing economic justice.

Walter R. Boot, Ph.D.
Irving Sherwood Wright Professor in Geriatrics II
Associate Director
Center on Aging and Behavioral Research

Weill Cornell Medicine
Division of Geriatrics and Palliative Medicine
420 East 70th Street, Suite 300B Office LH-317
New York, New York 10021
wab4001@med.cornell.edu

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.

COUNCIL REPORT

Division 20 Representatives to APA Council Advocacy Day

Maggie Syme, PhD, MPH and Grace Caskie, PhD

Hello, Division 20 members,

We, your Division 20 Representatives to APA Council, convened February 20-21st, 2026 in Washington, DC. Again, this year, we had the opportunity to participate in Advocacy Day on the Hill, with issues directly related to aging. We were advocating for NIH and NSF funding, ensuring psychological science is a part of the AI research funding, and asking for co-sponsorship for the ADAPT act—which would allow advanced psychology trainees to see and bill Medicare recipients (Maggie was so excited!).



Photo of Maggie Syme, PhD

During our two days of Council meetings, we passed several important pieces of APA policy. There was much discussion and appreciation for the current social climate in which we are all working and trying to pass Association policy. The following are highlights of the work done during the February 2026 Council session.

Great news for Division 20! Via unanimous consent, Council passed the revised Resolution on Palliative Care, which intended to emphasize the often underutilized but vital role of psychologists in palliative care systems. The Resolution outlines a framework for implementation that includes developing practice guidelines for palliative and end-of-life care, increasing research and education that supports mental health in palliative and end-of-life care, and endorsing public policies that provide behavioral health services for patients and their caregivers across the lifespan. Many thanks to our colleagues (President Becky Allen, Cecilia Poon, and many others) for shepherding this process and especially to the members of the Task Force for the hard work in updating this resolution!

After a robust discussion, with a vote of 127-37 with five abstentions, Council adopted as policy a 2026 Resolution on Antisemitism. The resolution updates the 2007 APA Resolution on Anti-Semitic and Anti-Jewish Prejudice, strengthening APA's policy framework to reflect developments since 2007. The new policy includes a robust set of action items to materially enhance APA's response and education efforts to address the dramatic rise and evolving forms of antisemitism.



Photo of Grace Caskie, Ph.D.

Several additional policies were passed in this session, including the revised Standards of Accreditation for Programs in Health Service Psychology, Resolution on Sexual Health

Education, Resolution on Prioritizing Behavioral Health Needs of Rural Communities, Policy Statement on Integrating Psychological Science into Major Disaster Preparedness, Response, and Recovery and Advancing Disaster, Behavioral Health Training and Response for Psychologists, and an update to the Policies and Procedures Manual for the APA Approval of Sponsors of Continuing Education for Psychologists.

We will post on the Division 20 listserv when links are available to these new policies via the APA website. If you have any questions about the items reviewed during this session, want to talk about upcoming policy, or other Council issues, please reach out!

Maggie Syme, PhD, MPH
Center for Health Outcomes and Interdisciplinary Research (CHOIR)
Massachusetts General Hospital
(maggie.l.syme@gmail.com)

Grace Caskie, PhD
Associate Professor
College of Education
Lehigh University
(caskie@lehigh.edu)

TEACHING TIPS

Integrating Lived Experience in the Classroom

Emily Mroz, PhD

For many students in adult development, gerontology, and psychology and aging courses, engaging with course content requires imagining scenarios that may feel distant, hypothetical, or hard to picture. Students in these courses, most of whom are in their late teens and twenties, may be taking these classes out of curiosity about developmental stages that lie decades ahead of them. While some courses nested in gerontology or adult development programs cover topics that are not necessarily life-phase specific (e.g., bereavement), other courses focus on experiences that young adults are simply less likely to have encountered firsthand.

There are many ways to bridge this gap and help students ground abstract concepts in reality. This Teaching Tip describes one particularly powerful strategy: bringing people with lived experience into the classroom.

For our purposes, lived experience can be defined as direct, personal involvement with the aging-related phenomena students are learning about—experience that provides insight unavailable through textbooks or lectures alone. People with a variety of lived experiences can make rich contributions to class learning and discussion, expanding perspectives and humanizing course topics. In adult psychology and aging or other related courses, these individuals may include people living with progressive illnesses (e.g., Alzheimer’s disease, Parkinson’s disease), family caregivers, people who are or have been family care planners, or clinicians who provide healthcare to older adults. Their presence brings narrative depth to course concepts, diminishes pervasive stereotypes, and encourages candid, meaningful discussions.



Photo of Emily Mroz, Ph.D.

Recently, I had the privilege of inviting R. Lynn Barnett to join me for a guest lecture in Emory’s Concepts of Care course. Barnett is a writer and family caregiver—first for her mother, who lived with cancer and dementia, then for her husband while he navigated cancer. She is no stranger to sharing her caregiving stories, having channeled humor and honesty in essays and memoirs (including *My Mother Has Alzheimer’s* and *My Dog Has Tapeworms: A Caregiver’s Tale*). The following tips draw on what Barnett, and I learned as we planned and delivered an engaging, thoughtful class session.

Tip #1: Choose Your Guest(s) with Care

When inviting someone with lived experience to speak, it is important to consider how their personal history might shape their comfort and preparedness. While the goal is to humanize course content, it can be a misstep to invite a guest who has not yet had adequate opportunities to

process particularly challenging experiences. Such guests may find it difficult to share their story without becoming overwhelmed, and the emotional intensity could detract from learning or place undue pressure on students.

Similarly, a guest should be prepared to stay aligned with the topic at hand. Individuals with deep, multifaceted histories often have many salient stories to tell, and without adequate preparation they may drift away from the focus of the course session in an effort to cover everything they feel is important.

There are no strict criteria for assessing readiness or fit, but a preliminary conversation can provide clarity. I suspected Barnett would be an excellent fit because she had previously written about her caregiving experiences, giving her opportunities to process events and demonstrate skills in crafting a coherent narrative. During our planning call, she showed clear understanding of the day's topic and offered relevant anecdotes that were engaging, personal, and appropriately scoped.

Tip #2: Prepare and Share a Plan for Class Activities

Set your guest up for success by collaboratively outlining what you hope to accomplish during the session. This planning helps ensure that student learning objectives remain central and that the class time is structured rather than improvised. It also boosts your guest's comfort by giving them a sense of the parameters and expectations.

In a recent paper in *The Gerontologist* titled, *Improving gerontological research dissemination: PARTNERship with people with lived experience in research symposia*, I map Approaches for Participatory Work in the context of disseminating research in partnership with individuals with lived experience, noting that higher levels of collaboration involve empowering partners to help define both the scope and content of the presentation. The same logic applies here: when time allows and the partnership is a good fit, classroom guests can help shape content in ways that feel authentic to them and align with the day's learning goals. ([Click here to read the full article https://academic.oup.com/gerontologist/article-abstract/66/1/gnaf271/8416642](https://academic.oup.com/gerontologist/article-abstract/66/1/gnaf271/8416642))

Barnett and I had only a week to prepare, so I took the lead in outlining the session to ensure alignment with course objectives. I divided class time between a lecture segment and a discussion with Barnett, guided by question prompts she had reviewed beforehand. This approach ensured that we covered core concepts while still leaving ample space for student questions.

Tip #3: Move Beyond a Typical “Participant Interview”

It can be tempting to structure the guest interaction as an interview modeled on qualitative research methods. While such approaches have value, a richer learning experience emerges when the guest's presence creates opportunities for authentic dialogue, critical thinking, and integration of course concepts. Following Tips 1 and 2 can create a foundation for this rich experience.

Although Barnett and I used an interview-style structure, we aimed for a genuine, dynamic conversation rather than a scripted question-and-answer session. After the lecture segment, I invited Barnett to react to key terms and conceptual frameworks introduced earlier, emphasizing that her deep personal experience and reflective writing positioned her to speak with authority. What followed was a dialogue that moved beyond what one might hear in a typical qualitative interview; it was a conversation between two experts with complementary perspectives. In sum, bringing lived experience into the classroom deepens learning in ways that lectures and readings alone may not achieve. With thoughtful preparation and an eye toward authenticity, instructors can create spaces where students engage more fully with the realities of aging. These encounters not only broaden understanding but also foster a more humane, empathetic perspective on the course material.

Dr. Emily Mroz
Assistant Professor
Nell Hodgson Woodruff School of Nursing
Emory University

STUDENT NEWS

Congratulations, Opportunities, and Helpful Information

Blake Peeples, BS

Hi, Division 20 students!

We continue to see strong student leadership and emerging opportunities in the field of clinical geropsychology. This issue will highlight student leadership initiatives, a funding opportunity, and professional engagement possibilities designed to support trainees as they continue to grow into their professional identities.

1. **Congratulations to the doctoral candidates in their final year who matched to internship, as well as those who matched to postdoctoral positions!**
2. **Congratulations to Sophia Geisser** who was awarded the Louis D. Burgio Endowed Psychology Scholarship!
3. **Congratulations to Zoe Geisser** who recently began her two-year role as a student representative for the Psychologists in Long-Term Care organization!
4. **Research Funding Opportunity** – Graduate students and early career scholars conducting research in adult development and aging are encouraged to apply for the K Warner Schaie Memorial Fund Grant (Deadline: April 1, 2026). Awards typically range from \$1,250 - \$2,500 and support student-led research projects. This is an excellent opportunity for dissertation pilot funding, early-stage geropsychology research, and division 20 student members.
5. **CoPGTP Training Programs** – CoPGTP continues to support programs aligned with the Pikes Peak Model for Geropsychology Training, strengthening alignment of competencies across practicum, internship, and postdoctoral training. For students, it is beneficial to consider identifying CoPGTP-affiliated internship and postdoc sites, consider structured geropsychology training pathways, and engage with programs that effectively provide culturally responsive care in aging.
6. **Psychologists in Long-Term Care (PLTC)** – Students, please consider joining PLTC as a student member. PLTC continues to provide extensive student engagement through mentorship opportunities, educational programming and policy-focused discussions, and student leadership possibilities. This organization is best catered to students interested in nursing home practice, behavioral health incorporation, advocacy in aging services, and long-term care. If you are interested in receiving more information, please reach out to Blake Peeples (landon.peeples@louisville.edu).

Takeaways:

- o Congratulations to our astounding students leading the field of geropsychology!

- o Take advantage of research funding opportunities, including small grants to support dissertation and early-stage projects.
- o Explore structured training possibilities through CoPGTP-affiliated practicum, internship, and postdoctoral programs.
- o Engage professional through organizations like PLTC for mentorship, leadership development, and advocacy in aging and long-term care settings.

COMMITTEE ON AGING CORNER

Spring 2026 updates submitted by Cecilia Poon, PhD, ABPP (cepoon@nebraskamed.com)



Photo of Cecilia Poon, Ph.D.

We welcome 2026-2028 members Elissa Kozlov and Wendy Rogers, as we say goodbye to Rebecca Allen and Susan Krauss Whitbourne after their 3 years of service (<https://www.apa.org/pi/aging/cona/>).

Policy

APA Council approved CONA's revised Resolution on Palliative Care and End-of-Life Issues (PEOL) during their February meeting. We encourage Division 20 members to share this far and wide as we have made comprehensive updates to the 2017 version (<https://www.apa.org/about/policy/palliative-care-eol>). We would like to recognize the original revision workgroup members (2024): Ashley Fromenthal, Brian Carpenter, Danielle McDuffie, Kimberly Hiroto, Mary Beth

Morrissey, Holly Prigerson, Elissa Koslov, Cecilia Poon, and Rebecca Allen.

CONA submitted our revised Resolution on Family Caregivers (FCG) to APA Legal team and the Board of Advancement in Public Interest (BAPPI) in February 2026 for a final review. We hope to get it approved at the August Council meeting. We thank the original revision workgroup members (2024): Joe Gaugler, Bert Haslip, Karen Roberto, Bill Haley, Ann Steffen, and Lisa Lind. We appreciate everyone who submitted public comments last Fall to help us further enhance the document.

Practice/Advocacy

CONA responded to calls for public comments on APA's Resolution on Prioritizing the Behavioral Health Needs of Rural Communities, proposed revisions to the Model Act for State Licensure of Psychology Professionals, and proposed revisions to the Guidelines for Education and Training Competencies for Doctoral-Level Psychology Practice in Primary Care Settings to highlight the unique needs and challenges facing older adults, caregivers, and the geropsychology workforce.

CONA actively engages with APA Advocacy office staff to discuss advocacy priorities relevant to older adults, lifespan developmental issues, and those who are in the field of psychology and aging. Recent areas of focus include the ADAPT Act, the Older Americans Act, caregiving, reimbursement, workforce, mental health care access, and technology use.

Education

CONA looks forward to opportunities to amplify aging-related topics and events at the APA annual convention in DC (August 6-8). We are particularly excited about our ongoing partnership with Division 20's and Division 12-2's mentoring committees to support student engagement. We plan to embed our CONA Conversation Hour within the joint aging social

hours (co-sponsored by Division 20, Division 12-2, and other organizations) Friday August 7, 2026, at 5:30-7:30pm. Our theme this year is Getting Engaged: Increasing Impact of Psychology across the Lifespan through Professional Service Opportunities

Our CONA student representative Cristina Pinheiro has this to say about professional service:

“Professional service has been an important part of my training and has allowed me to build meaningful professional relationships, learn from mentors outside of my immediate environment, and gain a broader perspective on how psychology as a field evolves. As someone whose primary interests are in cognitive decline and neuropsychological assessment, I’ve especially valued opportunities to engage with areas adjacent to, but also outside of, my expertise, such as caregiving and end-of-life/ palliative care. Broadening my knowledge has made me better understand family systems and quality-of-life considerations. These experiences have strengthened my preparation for APPIC internship by helping me approach clinical work with greater interdisciplinary awareness, stronger communication skills, and a more holistic understanding of patient and family needs. Professional service creates opportunities for students to connect with peers and mentors and to contribute to shaping the profession in ways that benefit trainees and the communities we serve.

At the same time, some aspects of professional service have been challenging. In particular, advocacy-related work has sometimes felt outside the scope of my expertise, and I have found it difficult to feel fully confident or prepared when contributing to policy statements or resolutions. Those experiences have highlighted the learning curve involved in translating clinical and research perspectives into broader policy language, and they have pushed me to think carefully about where my strengths lie and where I still want to grow. Stepping into conversations that center caregiving or end-of-life care requires a willingness to engage with perspectives that may feel outside my usual clinical framework. Balancing service commitments with clinical and academic responsibilities can be demanding, and I’ve had to be intentional about choosing opportunities that align with both my interests and capacity so that my contributions remain sustainable. I have thoroughly enjoyed making updates to APA webpages and working closely with CONA members to provide accessible information to the community.

Looking ahead, I hope to continue growing as a collaborative clinician and improving my ability to integrate cognitive science with person- and family-centered perspectives. I am still exploring what role professional service will play in my future career, but these experiences have helped clarify the areas where I feel most engaged and the skills I would like to continue developing as I move forward.”

Public Interest

CONA supported APA Media with their publication of a free eBooklet on Perspectives on Aging (<https://pages.apa.org/perspectives-on-aging/>) Please share it with those who may be interested!

We will update the CONA page based on APA Media team’s new template to make it more accessible to the public. We plan to update several key resources, namely the Caregiver Briefcase (<https://www.apa.org/pi/about/publications/caregivers/>), the Psychological Services in

Long-Term Care Resource Guide (<https://www.apa.org/pi/aging/resources/guides/long-term-care>), the Psychotherapy and Older Adults Resource Guide (<https://www.apa.org/pi/aging/resources/guides/psychotherapy>), and the Explore the Careers in Aging Roadmaps (<https://www.apa.org/pi/aging/resources/careers>). Please email us if you have any suggestions.

Public Affairs

CONA members attended the Spring Consolidated Meeting in DC in mid-March to participate in three BAPPI-led workgroups (Artificial Intelligence, Immigration, and Misinformation) to develop public-facing resources that are informed by psychological science.

Nominations and Award

We are grateful for the significant increase in nominations we received for our two positions for new committee members (2027-2029). The nominations are currently under review by APA. Results will be announced by early September 2026.

Please consider nominating yourself or someone for the CONA award (<https://www.apa.org/about/awards/pubint-aging>) The portal will open in early April and closes on Friday, May 15, 2026.

Other Updates:

Shape the Future of Psychology and Aging

Sophia Geisser, BS

As you renew your APA membership, don't forget to join Division 20: Adult Development & Aging! Division 20 is a dynamic community dedicated to understanding growth, change, and resilience across adulthood and later life.



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

By becoming a member, you'll gain access to exclusive resources such as the *Adult Development & Aging News*, the *Guide to Graduate Study in the Psychology of Adult Development and Aging*, and a library of teaching materials and professional tools. Members also enjoy mentoring and leadership opportunities, recognition through awards and grants, and collaboration with colleagues advancing research, practice, and policy related to adult development and aging.

Whether you're a student, early-career psychologist, or seasoned professional, Division 20 offers connection, support, and inspiration for everyone committed to the science and practice of psychology and aging. Join today and help shape the future of our field!