

Adult Development & Aging News

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Fall 2002

20 DIVISION

President's Message

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I am convinced that Division 20 has an even more important role to play now than at any time in APA's history. Division 20 continues to be the driving force in moving forward an aging agenda for our members and our psychological colleagues in other divisions. Division 12 Section II is an important partner, and the Committee On Aging continues as a critical focal point for aging related issues inside and outside of APA.

APA and Aging

Last January, when I went for presidential training, I joined a large group of President-Elects and key APA officers and officials. There were opportunities to foster relationships with other divisions, to express how different divisions could be brought together to form "clusters" to work together on projects and programs and ways to promote individual and organizational issues; all are important, but competing. People were gracious and said things like "aging is so important" and "we are an aging society and work in aging will be important in the

future." I was pleased by the positive reception, but at the same time I felt that issues of aging need to be more visible and influential. It is easy for aging issues to get lost in the complex politics of APA. Having a second representative on APA Council was a top priority, and thanks to Division 20 members assigning their votes to the division during the Council apportionment election (10 for 20), we now have two council representatives, Susan Whitbourne and Paul Costa. At the last Executive Committee Meeting in Chicago, we discussed how we might gain a third representative. This can happen if we all take advantage of our vote during the Council apportionment election - remember 10 for 20. Many Division 20 members do not take the trouble to vote. Some form of intervention is needed. Before we move to more sophisticated psychological techniques, let me try begging - Please, Please, Please, Vote.



Harvey L. Sterns, Div. 20 President

Advocacy for Aging

The need for advocacy for aging has not gone away. There have been many successes and now we need to chart our future course. Division 20 is a forum for the promotion of research and application related to normal aging as well as abnormal aging including individual and family issues, work and retirement, cognitive aging, research methodology, future research and practice directions to name a few. We also acknowledge the contributions of our peers by nominating members of our division for Fellowship. If you feel a colleague is deserving of this recognition or you yourself feel that you are ready please contact our Fellowship Chair, Bert Hayslip.

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Adult Development and Aging News is published three times a year by Division 20, Adult Development and Aging, of the American Psychological Association.

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Adult Development & Aging News is co-edited by Jennifer Margrett, Julie Hicks Patrick & JoNell Strough, all at the Department of Psychology, Life Span Development West Virginia University.

Deadlines for submissions are:
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February 15
June 1

Direct mail queries to Adult Development & Aging News to:
Dept of Psychology
53 Campus Drive
Life Sciences Building
West Virginia University
Morgantown, WV
26506-6040
Fax: 304.293.6606
Phone: 304-293-2001

Submit materials in Word via e-mail to:
Jennifer.Margrett@mail.wvu.edu;
JoNell.Strough@mail.wvu.edu, or
Julie.Patrick@mail.wvu.edu



As we have in the past, we recognize the role that specialists in the psychology of aging can play in each department of psychology. We call for the continuing training of psychologists to be available to teach and conduct quality research in aging. Individual members of Division 20 have spent considerable time developing curriculum, handbooks, and textbooks. We have served on national panels to focus research, and have developed and refined undergraduate and graduate programs. A very important communication mechanism for division members is our Web Site overseen by Michael Marsiske. These efforts benefit all of us and help to make all our work more effective.

Integrating Aging

Just in the last week, one example of a current outreach effort to all of psychology arrived in my office. APA has just published *Integrating Aging*

Topics into Psychology: A Practical Guide For Teaching Undergraduates (2003) edited by Susan Whitbourne and John Cavanaugh. This book was the outcome of a symposium organized for the 2001 APA Convention and its publication was in collaboration with the Division 20 education committee chaired by Karen Fingerma and Manfred Diehl.

Courses addressed include introductory psychology, neuropsychology, experimental methods and statistics, sensation and perception, cognitive psychology, personality, social psychology, health psychology, abnormal psychology, gender, life-span, industrial /organizational, death and dying, and finally personal relationships. This is a resource for all of us. Please call it to the attention of your colleagues who teach these courses and could help to introduce aging

issues to our psychology students. Thanks to Sue and John and the chapter authors for this fine contribution.

At this time I would like to thank Ron Abeles for all that he did for the Division last year as President and to many members of the executive committee who have finished their terms, and to those who are continuing. I look forward to working with Ron again this year and with our new President - Elect Bob Knight and the new and continuing members of the Executive Committee. A special word of appreciation must be expressed to my colleague Martin Murphy who served with me as Co-Editor of this newsletter for five years. He has been a great partner on many other endeavors as well.

Let me also take this opportunity to acknowledge my sincere appreciation to our new newsletter Co-editors, JoNell Strough, Jennifer Margrett and Julie Hicks Patrick, for accepting this demanding assignment. Thanks to all the members of the Executive Committee for accepting their election or appointments. A formal listing begins on page 8. If you have special ideas for the 2003 APA meeting in Toronto, please contact Peter Lichtenberg, our Program Chair and/or George Rebok, Cluster Representative.

Together we can make 2002-2003 a great year!

Note from the Co-Editors

Editorship of the Division 20 Newsletter has officially moved to its new location at West Virginia University! The three of us (Jennifer Margrett, Julie Hicks Patrick, JoNell Strough) are sharing equally in editorial responsibilities, so please feel free to contact any one of us with your ideas and suggestions for the Newsletter. We extend our thanks to Harvey Sterns and Martin Murphy for their five years of service as Editors of the Newsletter. We also thank Harvey and Marty for their kindness in providing us with helpful and detailed information about the editorial process.

We thank those who contributed to this issue of the Newsletter. Please note that some of the Minutes (p. 3) were omitted to avoid overlap with other Newsletter reports. We encourage division members to send us announcements of general interest for the Newsletter. In addition if you have an idea for a feature article, please contact one of us. We also encourage the submission of short provocative pieces.

Address changes need to be made through the APA office at (800) 374-2721 (e-mail membership@apa.org). Your Newsletter editors must use the addresses that APA provides.

Division 20 Executive Board Meeting, Aug. 24, 2002

American Psychological Association Meeting, Chicago Submitted by Jane Berry

Attending: Ron Abeles, Harvey Sterns, Susan Whitbourne, Joe Gaugler, Jennifer Margrett, JoNell Strough, Judith Sugar, Sean Meegan, Marty Murphy, Chris Hertzog, Fredda Blanchard-Fields, Michael Marsiske, George Rebok, Jane Berry, Ron Spiro, Carolyn Aldwin, Manfred Diehl, Bert Hayslip, Jr., Cindy de Frias, Jacqui Smith, Liz Stine Morrow, Bob Knight, Ronald Abeles.

Called to order by **Ron Abeles** at 8:10am.

Secretary's Report (Bob Knight): Minutes presented, motion to approve made and passed by voice vote.

Treasurer's Report (Liz Stine-Morrow): A "healthy" reserve of \$38,041 by end of June 2002 was reported for the budget. Membership dues are the main source of revenue. A motion was made to raise annual dues to \$15, with \$13 assessed by the division and \$2 assessed by APA. The motion was seconded and passed by Executive Board. Student dues will be \$10. Sue Whitbourne raised the point that bigger budgets (from large dues revenues) allow greater political lobbying and leverage. Liz will make an inquiry of APA regarding the link between journal costs and membership dues, and whether Division 20 can get a discount for journal orders. The proposed budget (2002-2003) was presented. A question was raised as to whether the Awards category moneys were high enough. Discussion ensued regarding costs for Council Representatives' travel to Washington, and costs related to newsletter production, including transition to the new location (West Virginia University), and office expenses. Proposed budget for 2003 was examined and approved.

Patricia Kobar from APA's Science Policy staff briefed the Board on activities in the Public Policy Office, and circulated two recent newsletters (SPIN; Science Policy Insider News), requesting feedback on them. One

issue highlighted by Pat was the proposed reorganization of NIH. Does the present system at NIH serve our needs as psychological scientists, as behavioral researchers? Pat wants Division 20 to watch the reorganization process and send her feedback and input, as behavioral scientists.

Awards (Carolyn Aldwin, Ron Spiro): The committee has been reorganized to put all awards under one committee. The Chair is responsible for updating web site, (e.g., the amount of the Baltes Award). A proposal was made to delete the Division 20 teaching award. There are now junior and senior committee chairpersons, serving on a rotating basis as part of reorganization. Carolyn reported that applications for awards are down, and the question was raised as to how to increase the number of applications. George Niederehe suggested, and it was approved unanimously, to change the name of the interdivisional committee.

Elections (Christopher Hertzog): Results of elections for 2002-2003 were announced by Chris Hertzog. Chris stated that self-nominations for positions, especially member-at-large, are accepted. Adam Davey would like to help/volunteer.

Newsletter (Harvey Sterns): Harvey formally thanked Martin Murphy for five years of "exciting collaboration" and with great enthusiasm, passed on the the editorship.

Program Chair Report (Michael Marsiske): Michael stated the need for more programming hours for Division 20, and thanked the reviewers for this year's program. Division 20 chose not to host an APA hospitality suite this year because these are very expensive (\$400-500 per day), and a student social hour was programmed this year. Discussion regarding pros and cons of hospitality suites at conferences followed. Possibilities for the future include holding hospitality suites on only one or two days and

using hospitality suites more broadly and creatively, (e.g., "meet the author" or book signings, Division business, etc.). These options will be open to future program chairs to consider and decide upon. Ron Abeles expressed appreciation to Michael Marsiske for his programming work this year.

Student Awards: were announced (See page 11).

Cluster Programming (George Rebok): Paul Baltes and Denise Park are the Division 20 members represented on the list of clustered speakers for APA 2002. George reported that there have been two clustering meetings with representatives from other divisions; themes identified at these meetings included how to reach hard to reach populations, and how to assess the impact of technology on hard to reach populations.

Education (Manfred Diehl): Manfred reported that the graduate study guide needs an update, and suggested doing it completely electronically. Resources allocated by Division 20 would be needed to assist with that task. Sean Meegan and Joe Gaugler are new co-chairs of Education Committee. Electronic updates work well but are self-initiated. With a formal update, first step would be to take names and addresses currently in the book, and approach these individuals and check information. Manfred suggested that members link their personal web pages to Division 20 web page.

Membership (Fredda Blanchard-Fields): Fredda announced the newly selected Fellows of Division 20. Discussion regarding the criteria for Fellow at Division level and APA level followed. There is a need to develop clear qualifications for people to be nominated and to apply in order to avoid embarrassment of rejection. Ron Spiro pointed out that this issue applies to the Awards process as

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APA Presidential Candidates: Comments on Aging

Questions for the Candidates

Each year, information is published in the MONITOR ON PSYCHOLOGY regarding the background, interests, and views of the candidates for APA President. Important matters pertaining to APA governance, presidential platform, selected professional issues, and scientific policies are discussed in these pages.

Although certainly of interest to many members of Division 20, these published commentaries typically do not address specifically many topics in the psychology of adult development and aging. In fact, unless we in Division 20 have personal knowledge about individual candidates, we may not even know if their interests overlap at all with the mission of our division.

Accordingly, the 2000-2001 executive committee decided to contact all APA presidential candidates and invite them to comment on simple questions regarding their background and interests in the psychology of aging. The current leadership of our Division has continued that tradition. The questions, posed via email, included:

(1) Briefly describe your interests and any previous involvement in Division 20. Our members would be interested in knowing if you are a member or fellow of the division and if you have been active in any way in Division 20. Are you involved in other professional organizations devoted to the psychology of adult development and aging?

(2) Briefly describe any professional or scholarly interest you have in issues related to the psychology of aging. Naturally, we are interested in a wide range of professional activities, including practice, consulting, supervising, research, and teaching.

(3) Is aging part of your platform or agenda for your presidential year? If so, please describe briefly.

We list each of the five candidates' responses. Candidates' views are presented alphabetically and with a minimum of editing. Our hope is that all Division 20 members will consider these responses as they formulate their voting decisions. Ballots will be distributed by APA this fall. Whatever your decision, please vote in the upcoming election for APA President.

Laura Barbanel

Interest and involvement in Division 20 and other professional organizations devoted to the psychology of adult development and aging.

(Barbanel): I have been interested in the issues of adult development and aging for many years, as a practitioner and as an academic. As a school psychologist and a director of a training program in school psychology, developmental issues have been a constant theme in my work. Issues of development include a life span perspective; that is, from birth through later adulthood.

My professional activity relative to adult development and aging has been through associations other than Division 20. An example of this is in Division 29 (psychotherapy), where I headed a task force on *Psychotherapy with the Older Adult*, which developed guidelines for working with older adults.

Professional or scholarly interest in issues related to psychology of aging.

(Barbanel): My professional activities relative to the psychology of aging include the infusion of consciousness about aging and the older adult into all of my work. My clinical practice has included work with older adults and the training of others to work with this population. As someone who has been interested in the diversity of the populations that psychology serves, it has been important to me to make it clear in the training of others what the specific needs are of different populations, such as the aging population.

Infusion means teaching about aging within a developmental framework, not as something separate and apart. It includes practice that includes an understanding of the specific issues facing older adults. It also includes being sensitive to the needs of the aging wherever they come up. For example, in my work with the Red Cross post 9-11, assistance was needed with the older populations at or near ground zero as well as in other parts on NYC. This then became part of the focus of my work.

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APA Presidential Candidates: Comments on Aging

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Is aging part of your platform or agenda for your presidential year?

(Barbanel) The platform for my presidential year is the development of the concept and the reality of psychology in everyday life; that is, the model of psychology as health care, introduced within the fabric of everyday life. This includes physically meeting people where they live, work or receive medical care. Typically, the psychologist has been a person apart from the community of individuals needing help. Psychology has to be part of primary health care and become part of the community where people live and work.

One such program which I helped design was a post 9-11 program for the clinical services department of the Fire Department of NY. In this program, psychologists are assigned to individual firehouses, to meet with firefighters and to serve as a resource. The important aspect of this is the presence of the psychologist in the community, not at an office somewhere else.

As our population ages and the older years become a greater proportion of the life span, it is important that psychology for older adults be knowledgeable and available as a part of the life-space of this population. Division 20, as the group most aware of the needs of this population, would have to be an active part of the planning for this agenda. I would ask this assistance of Division 20 in my presidential agenda.

James H. Bray

Interest and involvement in Division 20 and other professional organizations devoted to the psychology of adult development and aging.

(Bray): My interests include a focus on adult development, although I am not a member of the division. As a family psychologist, I believe that it is essential to look at relationships across the generations to best understand individual development. As chair of the APA Rural Health Task Force and Committee we worked on issues of rural elderly and lobbied for related legislation. In the APA Primary Care Task Force, we worked with Bill Haley around special needs of the elderly in primary care settings. While on the APA Board of Educational Affairs, I supported work on adult education. As president, I will continue to support these issues and welcome this Division's advice and council.

Professional or scholarly interest in issues related to psychology of aging.

(Bray): One of my long-time scholarly interests is in life-span development and research on the individuation process from adolescence through adulthood. We developed a family measure of adult individuation (*Personal Authority in the Family System Questionnaire*, Bray, Williamson, & Malone, 1984) and continue research in this area. Working in primary health care, I take a generalist and life-span perspective in my work with people from birth through death. I teach family physicians and psychology students about adult development and aging issues and consult with them in their inpatient and outpatient practices. I have a special interest in the homeless and underserved populations and how this impacts the elderly. With the graying of Americans these issues will rise in importance and APA needs to be in the forefront in developing policies and services for our aging citizens.

Is aging a part of your platform or agenda for your presidential year?

(Bray): Yes, it is. It is time to expand funding for psychological science and research on aging as the percentage of our population lives longer. Over 50% of health problems are caused by psychosocial and life-style factors, yet less than 5% of the National Institutes of Health budget is spent on research in these areas. The NIH budget has been doubled over the past five years. It is a propitious time to increase the percentage of the NIH budget for psychological science and research on aging. It is also time to expand psychological practice in primary health care settings and enhance our prevention services and interventions. The vast majority of mental health problems are treated by medical providers without the assistance of psychologists. Research indicates that over 50% of major health problems (diabetes, heart disease, obesity) are due to psychosocial and lifestyle problems, yet these issues are not effectively addressed by the medical profession. Most of these problems have their greatest impact on the elderly. Psychologists can provide solutions to effectively prevent and treat the major health problems of our nation. I will help APA develop new relationships with our primary healthcare colleagues, working together to solve the pressing healthcare problems of our nation. See <http://www.bcm.tmc.edu/familymed/jbray> for more information about my candidacy.

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Diane F. Halpern

Interest and involvement in Division 20 and other professional organizations devoted to the psychology of adult development and aging.

(Halpern): I am a cognitive psychologist whose specialization includes ways to improve the critical thinking skills of adults and individual differences in adult cognition. Although I am not a member of Division 20, I have been involved with the division in multiple ways throughout my career. This year, I served as a reviewer for *Psychology and Aging*. In past years, I served as the faculty advisor for a graduate student who won the Division 20 award for research on aging. I have also presented papers at APA conventions as part of the Division 20 convention program. At my urging, several of my former undergraduate students are now working on doctoral degrees in the psychology of aging-studying with Division 20 leaders, including Denise Park and Lynn Hasher.

Professional or scholarly interest in issues related to psychology of aging.

(Halpern): Virtually all of my professional work involves adult cognition, some of which specifically addresses developmental issues throughout the adult age span. Last year, I accepted a new job as Director of the Berger Institute for Work, Family and Children at Claremont McKenna College (one of the Claremont Colleges in Los Angeles). As director of the Berger Institute, I am studying several topics that are of particular interest and relevance to Division 20, including new ways to benefit from the talents of a mature workforce, how adult workers can care for aging dependents, the role of grandparents in making work and family demands more compatible, and a host of issues that pertain to retirement and retirement decisions.

Many of my publications and paper presentations address topics in adult development. I recently completed a project for the Army Research Institute on "The Development of Adult Cognition: Understanding Constancy and Change," where I discuss the tradeoffs of expertise that have developed over many years and age-related slowing of cognitive and motor responses. A chapter abstracted from this project is in press in an edited volume that is scheduled for publication in 2003. Complete references for these papers and other publications can be found in my curriculum vitae at <http://Berger.ClaremontMcKenna.edu>. I have two

research papers published in *Experimental Aging Research*. In one of these papers, I compared age-related responses to verbal and symbolic traffic signs, which members of Division 20 will recognize as an application of the common finding that visuospatial skills often show aging effects sooner than verbal skills. In the second paper, older adults were taught to use verbal labels in a visuospatial task, a strategy that improved their performance on the task, but had little effect on the performance of a matched group of younger adults.

In other research I have examined the effects of steroidal hormones on cognitive tasks for aging adults. In a chapter that is co-written with Dr. Marcia Collaer (see vitae for complete reference), I review the research on hormones and cognition. An overview of this critical and controversial area of research can be found in my recent text, *Sex Differences in Cognitive Abilities* (3rd ed, 2000).

In my edited book, *States of Mind: American and Post-Soviet Perspectives on Contemporary Issues in Psychology*, I present comparison chapters from Russian and North American contributors that address central issues in contemporary psychology. Western perspectives on gerontology (written by Timothy Salthouse) are contrasted with Russian perspectives, a country where over 1/3 of the population is older than 60 years old. The similarities and differences in the study of aging in these two cultures make a clear case for the need for cross-cultural work on adult development and aging.

Two research grants that I received, (one from the Spencer Foundation and one from the Marshall-Reynolds Trust) focused on "Applying the Science of Learning to the University and Beyond." The word "beyond" was used to denote all of the places where adults learn, including on-the-job learning and informal learning at home. This is an important and neglected area of research because the need for life-long learning is no longer a slogan-it is an essential reality for aging workers, and we know very little about these processes. There are several publications that resulted from these grants with an extended report posted to my web site.

Is aging a part of your platform or agenda for your presidential year?

(Halpern): Yes, aging is a specific focus of my agenda for my presidential year. I quote here from my "presidential statements" that were read to the Council of Representatives, posted on my website, and published in several election-related outlets. "As psychologists,

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we also need to take care of our own. Baby-boomers are approaching the age-group developmental psychologists euphemistically call the 'young-old.' As more of us reach retirement, we need programs where we can use our skills as consultants, as professional volunteers, and as continuing workers. As president, I will establish a retired psychologist corps that can help retiring psychologists find and keep meaningful work as we age."

I also have proposed initiatives to use APA's website to host information about prejudice and discrimination in multiple languages. Ageism is one of the topics that would be addressed on this site. The site will include readings (often from journals owned by APA), exemplary programs and practices to reduce stereotypes and prejudice, with areas of the site reserved for different language groups and geographical locations so that culture-specific influences will be integrated into the materials. This project is an extension of work that I began as a member of the Committee on International Relations in Psychology. It also reflects some of the age-related motions that I raised as a member of the Council of Representatives, such as my motion that all Council actions be screened for possible bias against retired members. This motion was in response to a proposed rule that would limit membership on some APA committees to employed psychologists. If the motion had passed in this form, retired psychologists would not have been eligible to serve on these important committees.

Thank you for considering my candidacy for president of APA. If you have questions or comments, please feel free to contact me via my website: <http://Berger.ClaremontMcKenna.edu> via e-mail Diane.Halpern@ClaremontMcKenna.edu or phone: (909) 607-9647.

Colin Martindale

Interest and involvement in Division 20 and other professional organizations devoted to the psychology of adult development and aging.

(Martindale): I haven't been involved in Division 20. I am a fellow of Division 8 (Society for Personality and Social Psychology), which does involve a focus on lifespan development. I am also a fellow of Division 1 (Society for General Psychology) which focuses on the psychology of everything. By default, that certainly involves the psychology of adult development and aging.

Professional or scholarly interest in issues related to psychology of aging.

(Martindale): I have done a number of studies of adult development in eminently creative poets, painters, and composers and plan more such studies. Most of my published work on this topic is summarized in my 1990 book, *The clockwork muse: The predictability of artistic change* (New York: Basic Books). This research derives from from my evolutionary theory of art history. The theory is based upon the obvious fact that artists cannot simply copy what prior artists have done or they are not even defined as artists. They must create something novel or at least different. Artists want to do many things, but these things vary across time, whereas the pressure for novelty is constant and unremitting, so it ends up explaining a lot of the variance in historical trends in art forms even in eras when the need for novelty is essentially a nuisance. How do artists manage to create ever more novel works. Kris has argued that to think of a creative idea, one must move away from secondary process thinking (the reality-oriented cognition of problem-solving) toward primary process thinking (the more free-associative cognition of fantasy or reverie). To think of a novel idea one must move toward primary process thinking; to think of an even more novel idea. There is a limit to this. When it is reached, a style change is needed. Style changes involve changing the topic or changing (usually simplifying) the rules of the game. This allows a return to more secondary process thinking, as the subject matter is itself new and the new rules allow things to be done that were disallowed before. I have done a number of quantitative studies of poetry, music, and the visual arts. As expected, novelty does increase monotonically across time and that primary process content oscillates (falling as a new style is introduced and rising once the style has been established). Does this pressure for novelty apply to individual artists? That is, do they have to keep out-doing themselves as well as prior artists? I've done a number of quantitative studies suggesting that they do feel compelled to do so, and that they usually succeed. Sometimes, as with Wordsworth, they fail at the task. A quantitative study wasn't really needed to show that, but I did one anyway. The quantitative studies have not always shown what critics already knew or thought that they knew. Most music historians hold that Beethoven moved through three major styles. My study of his compositions suggests that they are almost certainly wrong. He went through four quite clear major styles. I have also discovered what I call microstyles that have not been previously noted. For example, primary process content declined in John Dryden's poetry as he established the neo-classical style and rises once the

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Executive Board

President (2002-2003)

Harvey L. Sterns
Department of Psychology and
Institute for Life-Span Development and
Gerontology
The University of Akron
Akron, OH 44325-4307
Phone: 330-972-7243
Fax: 330-972-5174
hsterns@uakron.edu

President Elect (2003-2004)

Bob G. Knight
Andrus Gerontology Center
University of Southern California
Los Angeles, CA 90089-0191
Phone: 213-740-1375
Fax: 213-740-1871
bknight@usc.edu

Past President (2001-2002)

Ronald P. Abeles
5 Vendome Court
Bethesda, MD 20817-4025
Phone: 301-469-5443 (evenings)
Fax: 301-469-0975
abeles@erols.com

Secretary (2002-2005)

Jane M. Berry
Department of Psychology
University of Richmond
Richmond, VA 23173
Phone: 804-289-8130
Fax: 804-287-1905
jberry@richmond.edu

Treasurer (2000-2003)

Elizabeth Stine-Morrow
Department of Educational
Psychology
University of Illinois: Urbana-Champaign
1310 South Sixth Street
Champaign, IL 61820
Phone: 217-244-2167
Fax: 217-244-7620
eals@uiuc.edu

Council Representatives (2003-05)

Susan Krauss Whitbourne
Department of Psychology
611 Tobin Hall
U. of Massachusetts at Amherst
Amherst MA 01003-7710
Phone: 413-545-4306
Fax: 413-545-0996
swhitbo@Psychology.umass.edu

Paul T. Costa, Jr.

NIH / NIA / LPC 2C06
5600 Nathan Shock Drive
Baltimore, MD 21224-6825
Phone: 410-558-8220
Fax: 410-558-8108
ptc@nih.gov

Newsletter Co-editors

Jennifer Margrett
Julie Hicks Patrick
JoNell Strough
Department of Psychology
Life Sciences Building
West Virginia University
Morgantown, WV 26506-6040
Phone: 304-293-2001
Fax: 304-293-6606
Jennifer.Margrett@mail.wvu.edu
Julie.Patrick@mail.wvu.edu
JoNell.Strough@mail.wvu.edu

Members-at-Large (2001-2003)

Michael Marsiske
Institute on Aging
University of Florida
PO Box 103505
1329 SW 16 th St.
Gainesville, FL 32610-3505
Phone: 352-395-0680 ext. 86548
Fax: 352-395-8047
marsiske@ufl.edu

Patricia Parmalee
Emory University Center on Health in
Aging
Wesley Woods Health Center
1841 Clifton Road NE
Atlanta, GA 30329
Phone: 404-728-6615
Fax: 404-728-6425
pparmel@emory.edu

Jacqui Smith
Max Planck Institute for Human
Development, Lentzeallee 94
D-14195 Berlin
Federal Republic of Germany
Phone: 49-30-82406 312
Fax: 49-30-82 499 39
smith@mpib-berlin.mpg.de

Members-at-Large (2002-2004)

Neil Charness
Psychology Department
Florida State University
Tallahassee, FL 32306-1270
Phone: 850-644-6686
Fax: 850-644-7739
charness@psy.fsu.edu
Manfred Diehl

Institute on Aging
University of Florida
McCarty C, 5th Floor
POB 115911
Gainesville, FL 32611-5911
Phone: 352-392-7001
Fax: 352-265-8380
mdiehl@ufl.edu

Judith A. Sugar
Health Ecology/274
University of Nevada, Reno
Reno, NV 89557
Phone: 775-784-4041 x232
Fax: 775-784-1340
jsugar@unr.edu

Program Chair

Peter A. Lichtenberg
Institute of Gerontology
87 E. Ferry Street
Wayne State University
Detroit, MI 48202
Phone: 313-577-2297
Fax: 313-875-0127
p.lichtenberg@wayne.edu

Membership

Monisha Pasupathi
Developmental Psychology
University of Utah
Salt Lake City, UT 84112
Phone: 801-585-9175
Fax: 801-581-5841
pasupath@Psychology.utah.edu

Cluster Representative (2002-03)

George W. Rebok
Department of Mental Hygiene
The Johns Hopkins University
624 North Broadway
Baltimore, MD 21205
Phone: 410-955-8550
Fax: 410-955-9088
grebok@jhsph.edu

Continuing Education

Gregory C. Smith
Human Development & Family Studies
144 Nixon Bldg.
Kent State University
Kent, OH
Phone: 330-672-9993
Fax: 672-2194
gsmith2@kent.edu

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Fellowship

Bert Hayslip, Jr.
Department of Psychology
PO Box 311280
University of North Texas
Denton, TX 76203-1280
Phone: 940-565-2675
Fax: 940-565-4682
hayslipb@unt.edu

Awards

Dan Mroczek (co-chair)
Fordham University
Dealy Hall
Bronx, NY 10458
Phone: 718-817-3796
Fax: 718-817-3785
mroczek@fordham.edu

Ron Spiro (co-chair)
Normative Aging Study
Bldg. 7, VA Medical Center
Bedford, MA 01730
Phone: 781 687 2945
Fax: 781 687 2150
aspiro3@bu.edu

Science Directorate Liaison

Anderson D. Smith
School of Psychology
Georgia Institute of Technology
Atlanta, GA 30332
Phone: 404-894-3300
Fax: 404-894-7466
anderson.smith@cos.gatech.edu

Education

Joe Gaugler (co-chair)
Gerontology
University of Kentucky
203A Sanders-Brown Bldg.
Lexington, KY 40536-0230
Phone: 859-257-1412
Fax: 859-323-2866
jgaugle@uky.edu

Sean Meegan (co-chair)
Department of Psychology
Western Illinois University
1 University Circle
Macomb, IL 61455
Phone: 309-298-1206
Fax: 309-298-2179
sp-meegan@wiu.edu

Internet/ Listserv

Michael Marsiske

APA Committee on Aging Liaison

John Cavanaugh, President
University of West Florida
11000 University Pkwy
Pensacola, FL 32514-5750
Phone: 850-474-2200
Fax: 850-474-3131
jcavanaugh@uwf.edu

APA Education Directorate

Rosemary Blieszner
Department of Human Development
Virginia Polytechnic Institute and State
University
Blacksburg, VA 24061
Phone: (540) 231-5437
Fax: (540) 231-7012
rmb@vt.edu

APA Committee on Women in Psychology

Leslie D. Frazier
Department of Psychology
Florida International University
Miami, FL
Phone: 305-348-2045
Fax: 305-348-3879
frazier@fiu.edu

Graduate Student Representative (2002-2003)

Ana Begovic
Department of Psychology
The University of Akron
Akron, OH 44325-4301
Phone: 330-972-7280
Fax: 330-972-5174
abegovic@uakron.edu

Adviser to Student Representative

Cindy M. de Frias
Department of Psychology
University of Victoria
Victoria, BC V8W 3P5

Distinguished & Young Investigator Awards

Harvey Sterns

Elections Chair

Christopher Hertzog
School of Psychology
Georgia Institute of Technology
118 Skiles Building

Attention Colleagues!

Nominate yourself or an esteemed colleague for one of the awards that recognize the outstanding accomplishments (as mentors, teachers, and researchers) of members of Division 20. Application deadlines vary. More information about the awards is available online at:

<http://aging.ufl.edu/apadiv20>

**See page 10 for a list of the
2002 faculty award recipients.**

Division 20 Web site

Are you interested in graduate or undergraduate syllabi, textbooks, or movies? Do you need an e-mail address for someone in the Division? Are you a clinician who needs a resource guide? Are you looking for a job, or an old issue of the Division Newsletter? Are you interested in the report of the Task Force on Qualifications for Practice in Clinical and Applied Geropsychology?

Visit the Division 20 web page at
<http://aging.ufl.edu/apadiv20>.

2002 Conference Highlights *submitted by: Michael Marsiske*

By all accounts, the APA Division 20 program was a substantial success this year. As outgoing program chair, I am indebted to the students and Ph.D.s in the division for their support of this event. This was a year of transition for the APA convention, as the length of the convention was shortened (Thursday-Sunday), and the proportion of program hours allocated to divisional programming was reduced in favor of multi-divisional "cluster" tracks. In the end, APA awarded us 15 substantive hours and 7 non-substantive hours on the program. We also gained an additional two hours via co-sponsorships/donations from Divisions 33 and 51. The final program included two one-hour poster sessions (each accommodating 40 posters) and 10 symposia (including the two sponsored by other divisions). Most sessions attracted between 60 and 150 attendees. It was an unusually collaborative year with our divisional partners. Every one of our programs was co-listed by at least one other division, and our division co-listed the sessions of many other divisions. These collaborative endeavors offer our best hope for program growth in future years.

The space for this year's convention was Chicago's McCormick Place, a huge facility (it took about 20 minutes to walk briskly from end-to-end). My informal poll of attendees suggested that, although the convention center is somewhat isolated from the rest of Chicago, the convenience of one location was much appreciated. In general, the shorter program seemed to contribute to a feeling of greater energy and less "battle fatigue."

Invited speakers this year were handled by our interdivisional "Cluster Track" representative, **Ron Abeles**. Two strong Division 20 speakers (**Denise Park and Paul Baltes**) held well-attended, provocative hours.

The annual division social event was held at *Tony N Tina's Wedding* (a comic mock-wedding in which division members were the participants). We saw Division 20 members dancing with the bride and groom, doing the macarena, being flirted with by (sometime "inebriated") members of the wedding party...all in all, producing indelible images of some of our more luminary members.

We were unusually blessed with a large number of reviewers, who adhered to an unreasonable 48-hour review timeline! Reviewers included **Alison Chasteen, Ann L. Gruber-Baldini, Anne E. Noonan, Brent W. Roberts, Brian Carpenter, Carole K. Holahan, Chandra M. Mehrotra, Christopher B Mayhorn, Daniel L. Segal, Elizabeth Stine-Morrow, Ellen Cotter, F. Richard Ferraro, Gregory Hinrichsen, Gretchen A. Brenes, Hayden Bosworth, Helene Hoi-Lam Fung, Jane Berry, Joe Gaugler, Jyotsna (Josi) Kalavar, Karen A. Evans, Kim Curtyo, Lenore T. Szuchman, Lise Abrams, Lynn M. Martire, Marilyn McKean Skaff, Mark Brennan, Marty Murphy, Mary Ann Parris Stephens, Mina Oak, Nancy A. Pachana, Norm O'Rourke, Robert C. Intrieri, Ron Spiro, Rosemary Blieszner, Ruth Spinks, Sara Honn Qualls, Stephen A. Daniel, Thomas G. Reio Jr., Yiwei Chen, Michael Marsiske, Ann Horgas**. In addition, a number of University of Florida reviewers contributed to the review of the Student Poster Award competition. These included **Susan Bluck, Manfred Diehl, Karin McCoy, Christina McCrae, Angi Semegon, Jennifer Stanley, and Katherine White**.

All in all, the Division 20 program seems in good hands for 2003, as Wayne State's **Peter Lichtenberg** assumes the portfolio. Challenges for the new year will largely involve encouraging APA to build an electronic submission process, something I have been told is already underway. Thanks to all who supported the program this year.

2002 Faculty Awards

Retirement Research Foundation Awards

Master Mentor Award: **Toni Antonucci**, University of Michigan

Mentor Award: **William E. Haley**, University of South Florida

M. Powell Lawton Distinguished Contributions Award in Applied Gerontology:
Steven H. Zarit, Pennsylvania State University

Distinguished Research Achievement Award:
Denise Park, University of Michigan

Springer Early Career Award: **Susan Bluck**, University of Florida

Call for Papers -- APA 2003!

The call for papers for the 2003 APA convention in Toronto (August 22-25) was printed in the September APA Monitor. The APA Division 20 call for programs is on-line at <http://www.apa.org/convention/>.

We encourage all Division 20 members to consider submitting program proposals for this meeting. These proposals should be either poster or symposia submissions.

The submission deadline for this year is November 15, 2002. This is not a postmark date; they must be received by my office on or before this deadline. Faxed or electronic submissions will not be possible this year. The mailing address for submissions is:

Peter A. Lichtenberg, Ph.D., ABPP
Institute of Gerontology
Wayne State University
87 E. Ferry Street
Detroit, MI 48202
313-577-2297

Student Poster Awards 2003

We will again have a competition for best student poster submission. In order to be considered for this award, the student's mentor should include a letter indicating that the paper represents the student's work. Papers may be multi-authored, but the student must be the first author. The winner will receive \$250, along with a certificate of recognition and a ribbon on his/her poster.

Health & Aging Interest Group

The Health and Aging Interest Group is seeking new members, including new student members. This group is composed of individuals who 1) are members of Division 20 (Adult Development and Aging) and/or Division 38 (Health Psychology), and 2) have primary research interests that bridge the two divisions. One major goal of the group is to emphasize the importance of health-related research in Division 20 whose members are interested in a wide variety of aging issues, and to emphasize the importance of research on older adults in Division 38 whose members are interested in a wide variety of health issues.

Group members have meetings at APA to discuss issues and network with one another, and to plan efforts designed to enhance knowledge of research findings regarding older adults' health. Such efforts have included a biennial award in Developmental Health Psychology that recognizes a psychologist whose research has made a strong impact on the field of health in later life, invited symposia at APA, and a special section of articles published in *Health Psychology*.

If you are interested in joining, please inform the group's current coordinator, Mary Ann Parris Stephens by e-mail at mstephen@kent.edu, or by regular mail at Department of Psychology, Kent State University, Kent, Ohio, 44242-0001. If you are already a member of the group and have changed your e-mail address or affiliation in the last two years, you are encouraged to provide Mary Ann with your new contact information.

2002 Student Awards

Margaret Baltes Dissertation Award in the Psychology of Aging: Frei Universitat, Berlin	Nina Knoll, Ph.D. Mentor: Rolf Schwarzer
Best Student Poster (Division 20): Max Planck Institute for Human Development	Denis Gestorf Mentor: Jacqui Smith
<i>Retirement Research Foundation Awards:</i> Doctoral Level Proposed Research: University of Florida	Karin J. M. McCoy Mentor: Michael Marsiske
Completed Masters Research: Michigan State: Lansing	Lisa Delano-Wood Mentor: Norman Abeles
Masters Level Proposed Research: West Virginia University	Kelly L. Snyder Mentor: JoNell Strough

Executive Meeting Minutes (cont. from page 3)

well. It was decided that Fredda and the three presidents (Abeles, Stern, Knight) need to discuss the criteria and make a policy. Bert Hayslip will come on as co-chair, and take on Fredda's responsibilities.

Continuing Education (Greg Smith): Harvey reported that Greg Smith did an outstanding job getting Division 20 back in compliance with APA.

Council of Representatives (Sue Whitbourne): Reported on activities at Council level. Norman Anderson is Chief Executive Officer; discussion ensued. Sue described a \$5.2-6.2 million dollar projected loss in February 2002 that resulted in heavy buyouts in the Science Directorate (and elsewhere). Dues will increase \$10.00; Anderson will have membership drive as a main focus. Discussed targeting APAGS members to retain membership status upon graduation. Question: Should there be an APAGS member of Council with voting rights? There is a new (non-electronic) magazine called GradPsych pitched to topics such as career planning and other grad student issues. In other business, Division 42 voted to delay the revision of the ethics guidelines. Sue urged Division 20 Executive Board members to be proactive in getting out the vote in our home departments, and get as many votes for Division 20 as possible in order to retain two seats on Council and possibly increase to three seats. Could try to get another aging person in through Division 12. Should have an aging-related caucus as there is a child-youth-and family caucus. Sue, Harvey, Bob, and Paul Costa will work to lobby for aging issues on Council.

Graduate Student Representative (Cindy de Frias): Cindy reported on success of two Division 20 student activities. The social hour was well-attended, as was a talk later in the day.

Other Business: Bert Hayslip, Jr. will be requesting revisions for handbook, and will work with Liz Stine-Morrow and Jane Berry to update the handbook.

Ron Abeles asked Harvey Sterns to say a few words about next year. Harvey will work toward learning who our membership is and how we can serve our total constituency. To succeed we must consider current mental health status of older populations, and how have things changed since the Older Boulder Conference.

Meeting adjourned at 9:57am.

Ten for 20...
for three (p. 18)

Attention Students!

Awards are available for proposed and completed research at the master's and doctoral level. Winners of 2002 awards are listed on page 11. More information about the 2003 awards can be found by following the links listed below.

Division 20 Retirement Research Foundation Awards

<http://aging.ufl.edu/apadiv20/stuaward.htm>

Due Date: May 30, 2003

Division 35 Hyde Graduate Student Research Grants

<http://www.apa.org/divisions/div35/hyde.html>

Due Date: March 15 and September 15

Murray Center Open House:

The Henry A. Murray Research Center of the Radcliffe Institute for Advanced Study will host an Open House on Monday, November 25, 5:00-7:00 pm during the annual meeting of the Gerontological Society of America (GSA) in Boston. The Murray Center houses and makes available social science research data for secondary analysis and follow-up studies. The Open House will feature many of the center's holdings that focus on adult development and aging. An open invitation is extended to members of Division 20. For more information, contact Copeland H. Young at the Murray Center at (Cope@radcliffe.edu).

Feature Article: Expanding the Pool of Investigators in Aging Research

Chandra M. Mehrotra, The College of St. Scholastica

In collaboration with NIA staff and distinguished scholars from across the country, we have designed an advanced research training program in aging for psychology teachers from teaching-oriented institutions. Supported by a grant from NIA and sponsored by APA Division 20, the program aims to bring new investigators into the research community. Its overarching goal is to build and sustain a community of college teachers committed to developing an active research agenda in aging. This, in turn, will reinvigorate their teaching, enable them to infuse methodological issues throughout the curriculum, and increase their ability to motivate students to pursue careers in aging research. The program design includes an initial two-week institute, ongoing consultation during the academic year, and two follow-up experiences which provide participants an opportunity to share their research proposals with each other and with the program faculty. The premise is that a one-time institute or even an institute with a single follow-up experience is not sufficient. Sustaining interaction with distinguished scholars and with colleagues from other schools and active involvement in follow-up activities accelerates participants' progress toward the goal of developing strong research proposals.

To help the participants achieve the expected outcomes, the initial institute includes four sessions on research design and analysis, two sessions on field studies, two sessions on ethnicity and aging, two sessions on cognitive aging, two sessions on social psychological aging, and two sessions on seeking grant support. In addition to attending the institute sessions, the participants are provided extended opportunities to discuss their research direction with each other and with the visiting faculty. After attending the initial institute each participant develops a three-page prospectus and comes back to Minnesota for a three-day meeting in February. This mid-year meeting is devoted to reviewing and critiquing the prospectus each participant has developed. It gives them an opportunity to learn from each other and to ask questions about research methodology, explore funding options, and develop timelines for proposal submission. In the following summer the participants come back for a week-long institute. This follow-up institute is designed to (a) review the progress they have made in developing their full proposal during the intervening months; (b) provide them with additional opportunities to discuss their research projects; and (c) allow them to obtain individualized consultation regarding their proposed research. In addition, the follow-up institute

includes sessions on publication and dissemination as well as on logistics of submitting an application to NIA.

To date, 72 psychology teachers have participated in the program. Participants are from colleges and universities across the country, with excellent representation of women and minorities. Of the 72 enrolled, four are Asian Americans, seven are African Americans, and five are Hispanic Americans. Their areas of specializations in psychology include human factors, social, developmental, experimental, cognitive, counseling and clinical psychology. Thus, the discussions at the institutes have been enriched by participants' ethnic diversity, their areas of specialization, and their teaching and research interests.

Program evaluation has played a key role in assessing the program's effectiveness and in making improvements. While there is some variability across sessions, the program as a whole has received consistently high ratings from the participants. On a four-point scale (1=poor and 4=excellent) the ratings have ranged from 3.75 to 4.00 during the past five years. Participants report that the program allows them to interact intensively with each other, with the visiting professors, and with the NIA staff. It has improved their knowledge of research methodology, has created new enthusiasm to conduct research in aging, and has increased their awareness of grant support available from NIA.

To date, thirteen of the participants have received NIA funding for their research. Four have received three-year R15 grants and nine have received one-year R03 grants. All of these participants will be coming back to St. Scholastica this summer to share their experiences with each other, with members of the new cohorts, and with the visiting faculty. They will also explore creative ways of continuing their research with additional funding. In addition to the faculty impact, the program has also affected their students. More than 90% of the participants have strengthened their courses by incorporating advances in methodological issues, aging and diversity, cognitive aging, social cognition, and technology. Furthermore, many of them have begun to involve their undergraduate students in research on aging. Reinforced by the results achieved to date we have now designed a similar program with the goal of attracting social psychology faculty to undertake research on aging.

For additional information please contact Dr. Mehrotra at cmehrotr@css.edu or visit: <http://www.css.edu/depts/grad/nia>

style had been put in place. However, superimposed on this trend are highly significant oscillations in primary process content. Something similar can be seen with Picasso. I shouldn't say that I discovered microstyles. A computer did. Someone doing qualitative studies can only keep in mind seven or so things at once, but a computer can keep "in mind" thousands of things. It can thus "notice" things that people cannot.

I am planning some studies of the careers of eminent scientists, as I think that they go through a developmental process analogous to that of artists. Rather than changing styles, they tend to change areas. Linus Pauling is an obvious example. Less creative scientists may stay in the same area and develop more and more expertise. That is a prescription for disaster, though. Narrow experts are seldom creative. The problem is that they know what is relevant and what is not. However a creative idea generally involves bringing together ideas from distant domains that, as Poincaré noted, were previously thought to be strangers to one another.

Is aging part of your platform or agenda for your presidential year?

(Martindale): Aging isn't explicitly in my platform, but it is certainly on my agenda. I imagine that it is on the agenda of all of the candidates. We have an increasing number of older people, and they need all sorts of help. I doubt that anyone would disagree with that. We have managed to increase lifespan, but we have failed to insure that the quality of the added years is adequate. It is far from adequate for large numbers of older people, and many of them will tell you explicitly that they didn't want the extra years if they were going to be spent in misery. One of my grandmothers died when she was 96 years old and the other when she was 99. Both spent about the last decade of her life bedridden in a nursing home. It was heartbreaking to visit them. Their minds were sound, but their bodies were giving way, and they were in misery. Both were very blunt that they wanted to die to escape the suffering. One, who was very religious, became blind. She told me that when she didn't have visitors, she spent all her time praying for her own death. Many other people in the nursing homes with Alzheimer's disease and other dementias were luckier, as they didn't have a clear vision of their situation.

Lifespan is increasing. And I feel strongly that we must do whatever we can to improve the quality of the years that are being added to peoples' lives. We have a lot of catching up to do on that.

Kathleen McNamara

Interest and involvement in Division 20 and other professional organizations devoted to the psychology of adult development and aging.

Thank you for this opportunity to present my interests in and commitment to issues relating to adult development and aging. My Presidential initiatives are focused in two areas, primary care and public service, both clearly related to issues of importance to Division 20.

I am not a member of Division 20, nor another professional organization devoted to the psychology of adult development and aging. My interest in the Division as a Presidential candidate is to more clearly understand the issues your Division faces and what you would expect of APA leadership in working with you to achieve the goals and objectives of the Division at this time.

Professional or scholarly interest in issues related to psychology of aging.

(McNamara): My interest in the psychology of aging stems primarily from my specialized training and practice as a clinical neuropsychologist, and as a long-time generalist practitioner in rural areas. However, my activities also span across education, training, consultation, and advocacy. I will include a brief description to cover the various areas. I have been a practicing neuropsychologist for over 20 years, and have addressed issues of normal aging and brain functioning, emotional factors which can disrupt the stages of normal development, as well as the cognitive and emotional changes accompanying the pathological processes more likely to occur as individuals age (e.g. stroke, hypertension, diabetes, and dementia), with these changes often misinterpreted as "just old age." I also was a member of the faculty at Wright State University's School of Professional Psychology for over 10 years, and both taught neuropsychology in the classroom and provided clinical supervision for practicum and internship students who chose to work with me in the Neuropsychology Section of the faculty's group practice. During my tenure as a faculty member, I also trained family practice residents and addressed with them issues of adult development and aging as related to the emotional, behavioral, and cognitive aspects of their patients' presenting complaints.

As part of a community outreach program, I secured funding through the local AHEC, and developed

Presidential Candidates continues on page 15

Presidential candidates continued from page 14

training for front line staff members within nursing homes to assist them in recognizing the signs of symptoms of potential neurocognitive deficits that could be neglected or again attributed to "just old age." Having completed the training provided by the University of Hawaii's Geriatric Education Center, I was invited to participate as a faculty member. Through lecture and participation in case conferences, I provided other professionals returning for continuing education in geriatrics with knowledge relating to neuropsychology and aging.

As a rural practitioner, I work with persons at various stages of adult development, with a variety of normal developmental issues (e.g. ranging from adjustment to family changes as children grow to changes in memory as a function of normal aging). However, I also work with issues of aging, the normal adult developmental issues (e.g. caretaking for the elderly), and the pathological changes noted above (e.g. chronic illnesses which affect cognitive functioning) which present in rural populations in qualitatively and quantitatively different ways.

Through my membership in APA's Committee on Rural Health, and in my community and work with the State Office of Rural Health, I am actively involved in efforts to address the unique presentation of these issues in rural and frontier areas. As a clinical supervisor, providing my trainees with an understanding of normal adult development and aging, as well as direction to evaluate the whole person as they focused on the "problems" which were initially a significant part of my training.

When serving as an Associate Editor for *Professional Psychology: Research and Practice*, together with Dr. Norm Abeles, I requested and developed a special package of articles focused on training for existing practitioners to assure competent practice with the aging population. Among my more recent activities which might be of interest to members of your Division have been my advocacy efforts with Congressional members in Washington to promote and secure the additional proposed \$3 million for inclusion in the Graduate Psychology Education (GPE) legislation which would be targeted for training in geropsychology.

Is aging a part of your platform or agenda for your presidential year?

(McNamara): While not specifically carving out "aging" as part of my agenda, both of my proposed major

initiatives have significant elements of an agenda which encompasses aging -in practice, training, and research. My first initiative seeks to have Psychology explicitly recognized in public policy as a *primary* health care discipline. How psychologists conceptualize our role in health care, and how policy makers see us, are critical to how aging is thought of and how those who are aging are evaluated and treated in the health care arena. Our existing health care system is built on a model of provider dominance, rather than a model of active participation by patients in their own health and health care. The community's "social health" (e.g. effect of poverty, violence and abuse, substance use) is not integrated into an overall health care delivery plan. The role of diversity and individual differences, such as those based on age, in how health is defined, how health care is sought, how providers are chosen, the type of care or the appropriateness of treatment has received little attention. While the population is living longer, adjustments have not been made to recognize the associated developmental issues. If Psychology can be recognized at a policy level as *primary* in health care, this can open up new avenues for funding research and training positions, as well as provide for new reimbursement opportunities for practice. My second initiative is the recognition of the role of public sector psychologists in promoting Psychology's *full* agenda - including that which ranges from the issues of particular interest to Division 20 to that which constitutes the specific agenda of the Committee on Aging. It is in the public sector where public policy typically is shaped, the most diverse populations are evaluated and treated, the largest numbers of psychologists practice, and the greatest numbers of trainees are funded. It is in public sector facilities, such as VA Medical Centers or rural Community Health Centers, where the larger percentage of the aging population receives health care and where the aging population is more likely to be a focus of research or be the clinical population serving as the center of a specialized internship or postdoctoral training experience. Is aging part of my agenda for my Presidential year? Without a doubt!

APA Convention Dates

2003	Toronto, Ontario	August 7-10
2004	Honolulu, Hawaii	July 28-August 1
2005	Washington, DC	August 18-21
2006	New Orleans, LA,	August 10-13

Teaching Tips:

Shannon E. Jarrott, Virginia Polytechnic Institute and State University

Adult development and aging instructors frequently voice a concern that their students, “Just don’t get it.” What do they not get? What it is like to be a 75 year-old retiree experiencing normative, and sometimes non-normative, cognitive, psychological, and physical changes? Rare is the student who can relate to these experiences; thus, a colleague and I developed an active learning strategy for bringing home to our students some of the factors that they will face in their own families and in their careers (Jarrott & Blieszner, 2001). The *Family Meetings* are in-class group activities that occur throughout the semester for an introductory class on adult development and aging that typically enrolls 60 students. In the families, students develop personas and consider the changes associated with later life that their “family members” face. They then reflect on how their families’ sociodemographic characteristics contribute to their experiences of the event. In this column, I describe the creation of the families, the scenarios families play out, and how the Family Meetings could be modified for other gerontology classes.

Family Formations

Each student is assigned to a family that is made up of five to six persons. Every group then receives family characteristics, including members’ ages, genders, roles in the family (e.g. father, wife, uncle), ethnicities, religions, educational levels, any special needs (physical, emotional, and/or cognitive), employment, and socioeconomic levels. Each family consists of at least two older adults (65+), two middle-aged adults (40-64), and one or two members of varied ages. Ethnicity, socioeconomic status, family structure, special needs, and religion vary considerably between families, and sometimes within families. Each student adopts the persona of one member of their family and role plays this

persona at each Family Meeting. Students are encouraged to name their families, and they introduce their families to the class at the end of the first meeting.

Family Meetings

Students meet in class with their families eight times over the course of the semester to role play various later life scenarios. Topics for family meetings are: (1) physical changes, (2) gender and family roles, (3) caregiving, (4) work and retirement, (5) elder abuse, (6) successful aging (selection, optimization, and compensation), and (7) death. Students spend 10-20 minutes considering with their families how they will respond to the scenario and how their response is affected by the family’s sociodemographic characteristics. After discussing the situation, a representative from each family summarizes his/her family’s resolution before the class. Typically, two families receive the same scenario, yet responses to these identical scenarios vary widely as factors of ethnicity, SES, religion, and family structure influence the effects of an event on the family. One person in each family writes a summary of the family’s response to the situation, which is submitted with family members’ signatures at the end of class for credit. The Family Meetings have been used by the author for several years, and the current description of the meetings includes an important change from the original format. A significant modification is the assignment of sociodemographic traits. Originally, students created their personas, selecting sociodemographic characteristics for the family members they would play. However, students often identified characteristics that were unrealistic, contradictory (e.g. a wealthy fast food worker), or never played into their Family Meetings (e.g. practicing Buddhism when the student is unfamiliar with the tenets of Buddhism). With such characterizations, students often found it difficult to meaningfully consider the

Continued on page 17

Promoting Active Learning by Creating Classroom Families

role of their personas' characteristics in how the personas would respond to a situation. By assigning varied characteristics to the students and structuring discussion questions to tap into the impact of these characteristics, the instructor can guide the summary discussion to incorporate these meaningful variations in the responses of families to similar situations. Students appreciate the purposefulness in assigning characteristics, especially since they are not sure how the traits they select early in the semester will influence their ability to complete the activities throughout the semester.

Student evaluations of the Family Meetings are consistently positive. Students enjoy the opportunity to get to know their classmates, they enjoy the break from a lecturing format, and they leave the course with a greater appreciation for situations they may face as their grandparents, parents and they themselves age and as they enter careers that serve families with aging members. Finally, they are reminded throughout the semester that not all families are able to or would choose to respond similarly to situations faced by older adults and their families.

Family Meetings could be adapted to different gerontology or human development classes in order to promote active learning and student collaboration. For example, in a course I am currently teaching on community services for older adults, students are assigned to "constituency groups" in which they consider and represent the needs of their personas and other members of their constituency group. With family meetings and related role play activities, students have the benefit of active learning with their classroom families while exploring characteristics unlike those of the families to which they belong.

For a full report, see:

Jarrott, S.E., & Blieszner, R. (2001). Creating families in the classroom: An active learning approach. *Gerontology & Geriatrics Education*, 22, 15-27.

Meet the new student rep.....

I received both my BA and MA from Cleveland State University (CSU). At CSU, I was enrolled in the Experimental Research Program, under Dr. Boaz Kahana. For my second year, I worked on Dr. Philip Allen's grant. I am currently a doctoral candidate at The University of Akron in Applied Cognitive Aging (Psychology).

In the past three years at UA, I worked and continue to work with Dr. Harvey Sterns. For the first two years, I was also involved in various projects with Dr. Karen Kopera-Frye.

I am honored to be chosen as a student representative to Division 20, and hope to be an asset to the organization. One of my goals for the upcoming year is to get students more involved. I want to encourage students to develop symposia, conversation hours, and informal get togethers at the APA annual meetings. Last year, Cindy de Frias achieved many of these goals, and I want to acknowledge her fine work. I look forward to working with Cindy and all the other individuals involved with the committee.

Ana Begovic

APA Council Report

submitted by: Susan Krauss Whitbourne

This is the last report I will be writing as the sole Division 20 Council Representative, I hope! Starting next January, Paul Costa will be joining me in the Council Representative seat for the Division, thanks to the members who gave "Ten for Twenty" last fall in the council reapportionment ballot. We hope to keep that second Council seat and build up from there so that we do not fall back again to one Council Representative. More on that to come later.

August Council Meeting Update

As many of you know, Council meets twice during the convention, once on the day before and once on the last day. In addition to the normal course of business, the caucuses and some committees meet to discuss particular issues relevant to various constituencies. I represent Division 20 on several of these caucuses; in addition, I joined President-elect Sternberg's "Unity Initiative" task force and a working group to examine the need to streamline APA governance.

The meeting opened with President Philip Zimbardo's summary of his year in office in which he carried out his theme of "Psychology Makes a Significant Difference." We were then introduced to the new CEO of APA, Norman Anderson. He announced his goal of increasing APA's membership, a job he will attempt to accomplish by improving the service that the organization offers its members. Given that Anderson has conducted research relevant to aging and health, we can be hopeful that he will pay attention to Division 20's agenda as he develops his own plans for running the organization.

Some of main business items to be passed during the meeting included the approval of APA's new Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. Also passed was the new revision of the Ethics Code, a work that was five years and seven drafts in the making. Council also passed legislation that would allow APA to refinance the mortgage on the APA building, a move that will increase cash flow, decrease interest expense on utilization of line of credit and increase interest income on short and long-term investments.

Perhaps the best news about the budget is that that huge shortfall that was forecast in February has been

turned around toward the direction of a small surplus (about .5 million). This was accomplished mainly through a voluntary staff reduction program and other staff-related initiatives. There are now 137 vacancies, 43% in the Science Directorate, which takes the greatest hit. We have been assured that some rehiring of science staff will be taking place. Although the budget is improving compared to initial estimates, there is a need for a \$10 dues increase to help avoid further deficits.

Three items relevant to graduate students were approved. One was a slight increase in APAGS dues consistent with the annual rate of inflation. Second, a new magazine called gradPSYCH will be published beginning in January 2003. In the third relevant piece of legislation, APAGS was given a voting seat on Council and a non-voting seat on the Board of Directors. The magazine and voting privileges are intended to increase the involvement of graduate students in the organization with the hopes that they will then be more likely to become members after they receive their degrees.

Finally, several fairly non-controversial items were passed including the addition of "education" to APA's mission, the opening of affiliate status to teachers at community colleges, and endorsement of the Psychology Awareness Initiative in Secondary Schools.

Moving Ahead.....

Although these business items might not seem terribly urgent or pressing, it nevertheless is important that Division 20 participate fully in the governance process. Furthermore, if we wish to see aging items on the agenda, we need to increase our representation of aging in the governance process at all levels. Other interests are amply represented in APA's governance, and although we are fortunate to have the Committee constituencies. There is no reason why we cannot start an aging caucus, similar to those that exist for other targeted groups, such as children, adolescents, and rural constituencies. Here are four suggestions that will help us achieve this goal:

"Ten For Twenty... for Three"

Last year's campaign was very successful in giving us the required number of votes to gain a second council representative. We need to keep up this momentum to

maintain our two seats, but I think that we could actually position ourselves very soon to win a third council seat. In 2001, we received a total of 1960 votes, which was only 1.1% of the total votes available. We received 103 "single" votes (of one each) and 37 votes in which two were allotted to Division 20. According to my calculations, we need a total of 1200 more votes to earn the third council seat. This should not be hard to accomplish. Not enough people are casting their ballots. We only need 120 of you to send in your ballot with all 10 votes. That is not too much to ask, given the size of our division. Furthermore, if those of you giving us one and two votes double the allotment, we will need even fewer people to give us all 10.

Vote for Prez!

Your presidential vote is important as a means of continuing to ensure that our divisional concerns are represented at the presidential level. In this issue of the Newsletter, you can read the presidential statements. Division 20 does not endorse candidates. However, if we are to have our voices heard, you should vote for whomever you believe will best address the interests of aging. It is also important for you to vote for all 5 candidates. The Hare system involves a long and confusing process but the upshot is that if your first choice does not win, then your second, third, fourth and fifth votes may all be counted. Presidents have won before on the basis of receiving a large number of third and fourth votes. I'd be happy to provide the "Hare-y" details on this process, but suffice it to say that voting "often" really does make a difference in all APA elections.

Look Homeward

Each state and provincial association elects from 1 to 2 council representatives, giving the states and provincial associations collectively about half of the total Council vote. They are a powerful block when they vote or caucus together, which they often do. If you

know someone in your state association who is involved in aging, encourage him or her to run for Council. Another strategy is to read the list of council representatives from your state and if you know any of them, see if you can convince them to give aging a higher priority.

Self-Promote

Don't be shy. Each year, there are many openings on the boards and committees that set legislation, policy, and procedures. Some of these include the Board of Convention Affairs, Board of Educational Affairs, and Board of Scientific Affairs, just to name three. You win election to these positions by putting your name up for the slate and then, if you make it past that stage, you are elected by Council. Should you decide to run, I am a part of two caucuses that will support you and help get you elected. These are excellent ways for you to become involved in APA and contribute in a direct manner in areas about which you have strong feelings. Please let me know if you would like to put your name forward and I will gladly work with you to help you through the process.

Inventing a New Wheel- We Hope

Yes, it's that time again when the APA governance structures itself to see what it could improve. There is a slight shift in the direction of greater influence by the Council in the decision making process. Although Council is the ultimate decision-making body of APA, the Board of Directors determines what business items reach the agenda as well as represent our constituencies. The winds of discontent with the status quo are stirring among a number of Council members and there are several proposals to streamline the cumbersome governance mechanisms currently in place. I will keep you posted on these developments, but in the meantime I welcome (as always) your comments, questions, and suggestions.

Still a Bargain.... Members who attended the Division 20 Business Meeting at the convention approved a dues increase to \$15 per year (with \$13 assessed by the Division and \$2 assessed by APA). Student dues will remain at \$10 per year. This proposal was recommended by the Executive Committee and unanimously supported at the Business Meeting. Division 20 dues have held steady for a number of years, but costs have increased so that for each of the last 3 years the Division has spent into red. It should be noted that we have a healthy reserve (about \$30,000 at the end of September), but this would have been quickly drained had we continued on the same course. Even with this increase, Division 20 is a good deal among APA divisions. Excluding the journal expenses charged by some divisions, division dues range from \$5.50 to \$50, with an average of about \$23. So at \$15 per year, we are a relatively inexpensive division to join. So Division 20 membership is still a great bargain! However, we don't want to be too much of a bargain. After all, it is the dues that, in large measure, pays for our superb newsletter and a stimulating convention program, among other things. Expanding our budget a bit gives us more flexibility to offer more services to members, e.g., advocacy for the psychology of aging (within APA and in connection with other organizations), and student awards. Thank you for your continuing support of Division 20!

Division 20 Fellows Nominations

The Division 20 Fellows Committee is inviting nominations for candidates eligible for Fellow status in the American Psychological Association. Fellows of Division 20 are those individuals who are members of the Division and who have made outstanding contributions to the field of adult development and aging. Specific criteria of the Division include:

1. The doctoral degree must include a psychological dissertation conferred by a graduate school of recognized standing;
2. Membership of Division 20 for at least 2 years. However, members of APA who are already fellows of another Division need only be members of Division 20 for one year;
3. At least 5 years of acceptable professional experience subsequent to obtaining the doctoral degree;
4. Evidence of unusual and outstanding contribution in the field of psychology;
5. Evidence of distinguished and scholarly contribution in

the field of adult development and aging. The contribution will ordinarily take the form of published papers or books documenting the candidate's work in empirical research, the development of theory or method, or other scholarly pursuits, but significant organizational or administrative accomplishments in the field may also be considered.

6. Endorsement letters from 3-5 fellows of APA. The strongest cases for nomination include endorsements from 4-5 individuals who are Fellows in Division 20.

The Fellows Committee invites suggestions of names for consideration for Fellow status. Self-nominations are encouraged. All application materials must be completed by January 4, 2004.

Please direct nominations or queries to:

Bert Hayslip, Jr.
 Regents Professor of Psychology
 University of North Texas
 PO Box 311280
 Denton, TX 76203
 hayslipb@unt.edu

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Co-Editors:

Jennifer Margrett, Julie Hicks Patrick, & JoNell Strough
 Department of Psychology
 West Virginia University
 Life Sciences Building
 53 Campus Drive
 Morgantown, WV 26506-6040



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