

# Adult Development & Aging News

Volume 32, Number 2  
Fall 2004

## 20 DIVISION

### President's Message

When I thought about accepting the nomination to run for President of Division 20, two aspects of the job seemed particularly daunting. One was learning the structure of APA — especially mastering the acronyms of the various boards, commissions, and committees! The other was writing this column three times a year. With the help of many members of the Division, especially Past-Presidents Bob Knight and Harvey Sterns, both tasks are, happily, proving doable.

The fall issue of our newsletter gives us an opportunity to outline some of the highlights of the coming year and to review events of the last one.

**Apportionment Ballot**  
APA will soon be sending out apportionment ballots. Please take the time to fill out the ballot and to return it. We currently have two Council representatives, Sue Whitbourne and Paul Costa, who are seasoned hands and advance our interests in APA. Each APA division has one guaranteed Council representative. Whether we have additional reps depends on the response to the apportionment ballot - we

could go back to one rep, maintain our present status with two, or, ideally, increase to three. As always, our first request is that you assign all ten of your apportionment votes to Division 20. If you have other divisional commitments as well and are not able to give all ten votes, please think about doubling the number you gave Division 20 last year.

**Governance**  
Over a period of years, one issue that led to much debate at Executive Committee meetings was whether it was appropriate or desirable to endorse one APA Presidential candidate over the others. Last year Division 20 members voted on this issue in a mail ballot, with a large majority in favor of Executive Committee endorsement. At the Executive Committee meeting in Honolulu, Sharon Brehm was selected for endorsement. Sharon Brehm is a strong science candidate for APA president. Her career has been spent in a university setting, conducting research, teaching at both the graduate and undergraduate levels, and serving in numerous



Leah Light, Division 20 President

academic administrative posts. She is a former Chancellor of Indiana University. She is well regarded in social, clinical and developmental psychology and will interact effectively with psychologists involved in basic and applied research, teaching, leadership, and practice. She was also a licensed psychologist\*. I urge you to rank Sharon Brehm first on your election ballot. Her statement and those of the other candidates (Gerald Koocher, Katherine Nordal, Stephen Ragusea, and Lawrence Ritt) appear on the APA website and may be found by tracing paths from Governance. Later in this newsletter are included responses from candidates who were able to respond to questions posed by the Division about participation in aging issues within APA and elsewhere.

Sending in your apportionment ballot and voting in the Presidential

*Continued on page 2*

#### Inside:

- 1 **President's Message**
- 3 **News from APA**
- 4 **Teaching Tips**
- 6 **Executive Committee Meeting**
- 8-10 **Executive Committee Roster**
- 11 **Convention Report**
- 12 **Awards**
- 14 **Student News**
- 15 **Feature Article**
- 17 **APA Presidential Candidates**
- 20 **New Fellows**

**For the most current information regarding APA presidential candidates, go to: <http://apadiv20.php.ufl.edu>**

\*NB:

A correction

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*President's Message  
continued from page 1*

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**Deadlines for submissions are:**  
**September 1**  
**February 15**  
**June 1**

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election are two ways that we can directly influence the governance of APA. Please participate in these important activities!! Voting is a critical but perhaps anonymous way to share in governance. Consider more personal involvement in Divisional affairs by serving on our committees and, if you have already had some experience in doing this, nominate yourself for APA committees and boards. Let the Executive Committee know of your interest and we'll be happy to facilitate your involvement. Students, you can become involved by working with the Graduate Student representatives and joining and being active in APAGS (American Psychological Association of Graduate Students).

**Status of Geropsychology Specialty Application**

As many of you know, a joint committee of Division 20 and Division 12, Section II, submitted an application for specialty status for professional geropsychology in January, 2004. At their annual meeting, CRSPPP (which I now know stands for Commission on Recognition of Specialties and Proficiencies in Professional Psychology) determined that geropsychology was not yet ready for specialty status. CRSPPP will be considering renewal of proficiency status this Fall, and we have been told that the decision will probably be noncontroversial. In the meantime, the joint committee with Division 12, Section II has decided that

the next step toward achieving specialty status is to have a national conference to spell out the training model for acquiring knowledge and skills in professional geropsychology. The Executive Committees of Division 12 and Division 20, Section II endorsed this plan at their meetings in Honolulu. The joint committee is planning the conference, tentatively planned for 2006. A number of our Division members serve on this committee, including Bob Knight, George Niederehe, Sara Qualls, Forrest Scogin, and Sue Whitbourne. We owe them all hearty congratulations for their successes to date and gratitude for their continuing efforts to improve the status of geropsychology.

**Science Issues**

Last year there was some discussion of whether the reorganization of the process for reviewing grant applications at NIH by the CSR (Center for Scientific Review) a few years back has led to changes in the review climate for aging grants. The new panels are, for the most part, organized by topic and there has been a decrease in so-called "captive" study sections, ones that deal primarily with proposals handled by single agencies within NIH. There has been some concern that when grant proposals are evaluated by review groups

organized topically, the level of expertise in—and appreciation for—aging research might be less than under the previous system. Conversations with Pat Kobor, Senior Science Policy Analyst at the Science Directorate, have turned up some information relevant to these matters. There has been a review of the evaluation of neuroscience proposals that can be seen at: [http://www.csr.nih.gov/events/Neuroscience\\_Evaluation\\_7\\_03\\_03.pdf](http://www.csr.nih.gov/events/Neuroscience_Evaluation_7_03_03.pdf). One finding in this analysis was that aging proposals were less likely to fall into the highest (best) 10% or 20% than would be predicted in some years covered by the report, but it is unclear exactly what this means and the extent to which reorganization of the review process is responsible. Anita Miller Sostek at CSR has received funding to do an evaluation of the behavioral and social science research peer review system. It is likely that the approach taken in the behavioral/social sciences survey will be similar to that used for the neurosciences report. Program directors from a variety of NIH institutes have had input in defining issues for the survey. You may want to have a look at the neuroscience report to see if there are additional issues that you might want to see raised and I will pass these along to Anita Sostek for consideration.

Another development on the science front is a shift in program emphasis at NIMH. A summary of planned changes can be found in "Setting Priorities for Basic Brain and

**Note From Co-Editors:** We thank those who contributed to this issue. We encourage Division members to send us announcements of general interest and short provocative pieces. If you have an idea for a feature article, please contact one of us. We also extend a special thank you to the WVU graduate students who have supported the production of this Newsletter through proof-reading and correspondence with contributors:

Kristopher Kimbler, Tara Neely, Brian Ayotte, Kelly Snyder

*President's Message  
continues on page 16*

## **APA Council Report submitted by: Susan Whitbourne & Paul Costa**

Council's annual summer meeting took place on July 28 and 30, 2004. Despite the call of the beach and other Hawaiian pleasures, we spent 10 hours in Council session and another 3 hours in Caucus meetings. There were 58 agenda items, including the 2005 budget. Enough complaining—here are the major pieces of business.

The customary reports from President Halpern and CEO Norman Anderson were presented. One major question that many of us have had over the past year would be whether convention attendance would be higher or lower than previous years due to the location of the meeting being in Hawaii. Anderson reported that convention attendance was actually higher in 2004 than it has been in several years, equaling approximately 13,000 registrants. There were also a larger number of speakers (approximately 5200), a factor contributing no doubt to the increased weight of the convention program!

Information on the 2004 budget was presented by APA's CFO, Jack McKay. As you may recall from the February council meeting, there were a number of questions raised at that time about former CEO Raymond Fowler's severance package from the organization. In response, the Board of Directors prepared a confidential report revealing details of the current Executive Directors as well as current CEO Norman Anderson. Council members were required to sign a statement that they would keep this information confidential, so we are not at liberty to discuss details here. However, APA and all tax-exempt organizations are required to file IRS Form 990, which is freely available to the public. By law, Form 990 requires disclosure of the salaries of officers, directors and

key-employees of the tax-exempt organization. A useful source for such information is: <http://www.guidestar.org>. Highlights from the 2002 *GuideStar Nonprofit Compensation Report* is at:

[http://www.guidestar.org/news/features/2002\\_cr\\_highlights03.jsp](http://www.guidestar.org/news/features/2002_cr_highlights03.jsp)

We can also state that part of the reason for the large severance package to Fowler was the fact that he elected not to join TIAA/CREF when he originally signed his contract. Therefore, his retirement payment included provisions for unpaid leave as well as separate retirement contributions. Deferred-compensation arrangements and bonuses for departing executives merit close scrutiny by COR. Council voted to enact a 3-year review of the CEO's compensation package. Discussion was brought to a close with this vote, but lingering questions remain. (An interesting site for a broader discussion of non-profit CEO compensation is: <http://philanthropy.com/free/articles/v15/i24/24002701.htm>).

Council meeting was then interrupted by a planned "protest" by Committee on Women in Psychology members celebrating the past 30 years' work by this committee.

The major items of legislation on the agenda were passage of a resolution on same sex families. The text of this resolution states that 1) APA believes it is unfair and discriminatory to deny same-sex couples legal access to civil marriage and all its attendant benefits, rights, and privileges, 2) that APA will take a leadership role in opposing all discrimination in legal benefits, rights, and

privileges against same-sex couples. 3) APA encourages psychologists to act to eliminate all discrimination against same-sex couples in their practice, research, education and training, and 4) that APA will provide scientific and educational resources that (a) inform public discussion and public policy development regarding sexual orientation and marriage and (b) that assist its members, divisions, and affiliated state, provincial, and territorial psychological associations.

In efforts to encourage new Ph.D.s to join the organization, a motion was approved to increase the steps in dues reduction for early career psychologists and to establish a committee on early career psychologists. A potentially acrimonious debate between the science and practice directorates was headed off when a motion was amended through a substitute motion to encourage the Science and Practice Executive Directors to work together on public education campaign and evaluations of future Public Education campaigns. The controversy occurred over the use of the term "research" in the original motion. Unfortunately, another acrimonious issue emerged late in the meeting when Council was asked to accept the report of the APA Task Force on Racism. The report included the so-called "Durban Report," which contained the recommendations of the United Nations 2001 Conference on Racism. During this conference, which APA attended as an NGO, the United States and Israel walked out due to criticism of Israel's policies with regard to Palestine. A number of Council members signed a petition asking that we not accept the APA Task Force report with the Durban Report attached to it. Rather than resolve the issue on the Council floor, a Task Force was approved to deliberate over wording that would be

*Council Report continues on page 13*

## Teaching Tips:

### The New Frontier: The Development of an Online Gerontology Course

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In developing this *Teaching Tips* article, I wanted to provide some insight into a relatively new opportunity in teaching: the development and delivery of an online course in adult development and aging. I was fortunate enough to teach an online course this past spring, and the following article explores some of the challenges as well as benefits of teaching an online course from my own perspective.

As many of us have learned in our various professional positions, successful teaching is a process. There are certainly administrative skills to be honed and refined (i.e., developing a strong syllabus, establishing competent grading systems), but there are also dimensions of teaching that are more difficult to establish: the *teaching persona*, or the ability of the professor to effectively engage students to learn and critically analyze the given material. As the term implies, the teaching persona is often dependent on the personality of a given professor, and it is difficult to define what constitutes an effective teaching persona for any given individual as we all have interpersonal strengths and weaknesses that are magnified in the classroom environment.

It has taken me many courses to feel comfortable with my teaching persona, which often seems to be a balance between the quirks of my own personality along with the strong desire to critically analyze course material. While prior *Teaching Tips* articles as well as others explore strategies to develop a strong teaching persona (for a number of additional resources, see Gaugler, 2004), what happens when we are faced with the challenge of establishing a teaching persona in an online format? As higher education continues to utilize technology to facilitate the development of curricula, there is an increasing likelihood that many of us will have to adapt our teaching identity to contexts other than the traditional, 'face-to-face' (f2f) setting. Instead, some of us may have to deliver courses in what many administrators may view as cheaper, more easily managed online courses (where content and even student-professor and student-student interactions can be monitored). These were some of the issues I grappled with when I accepted an offer to teach an Introduction to Gerontology online course.

#### The Virtual Classroom

The 'classroom' I was charged to teach actually offered a number of interesting pedagogical features. The main course page, where students and the professor could log in, was set up in two 'frames.' A frame on the left provides more of the administrative course information to students; included was a hyperlink to the instructor's name/email as well as a short bio of the instructor; the names and email addresses of all students, as well as student bios (if the student wanted to provide one), a course syllabus that

provides the schedule and content of the course, and also a webliography and course content link, where the instructor could provide helpful web links or actually download course readings in .pdf format. All of this material is available to students at any time.

In addition to basic class information, the left frame of the classroom page offers a 'Conferences' link, which details each of the different topics to be discussed during the course of the class. When the Conference link is clicked, a list of topics is provided (e.g., Introduction, Conference 1: Gerontology as a Discipline; Conference 2: Physiological Aspects of Age, etc.). Finally, when these topics are clicked, the right frame then lists a series of conference notes, where students can post thoughts, questions, or comments on different chapters, readings or assignments for each particular conference.

Other features provided in the virtual classroom included a chat room, where students and the instructor can interact in real time as needed, as well as a study group link. In certain course assignments, some students may be grouped into smaller clusters to work together on various group assignments. Gradebooks and student portfolios (where the instructor can monitor the number and frequency of posts of each student) are also provided; the gradebook calculates grades when needed for the instructor.

The main right frame is where the majority of class interaction takes place. As indicated above, students are able to post, in bulletin board format, responses, questions, or comments on each of the readings assigned for the conference. The instructor has administrator oversight over the conference postings; she/he can delete comments if needed, can respond if necessary to any questions, and can also 'close' a conference to any further postings (although students can still access and read prior posts). Moreover, the right frame of the classroom also provides a series of 'class announcements,' where the instructor can raise any important administrative or substantive issues to the class prior to or during a conference.

#### Strengths and Weaknesses

While at first I was skeptical of the online teaching experience vs. traditional f2f instruction, I found that many of the interactive features of the online class were advantageous. Generally, students were given a week or so to complete a given conference topic, which usually entailed the reading of 1-2 chapters out of the text, reading a journal article, and then completing a series of online assignments I had devised. The latter took advantage of the online course format and also provided students with some guidance on how to navigate and identify important aging-related information on the Internet. As long as students completed the assignments by posting to the conference topics as well as responding to other posts by the deadline, students could post at any time

of the day. In many respects, this allowed for a great deal of flexibility in managing the class and the course content. These online discussions tended to be vibrant; students generally posted 2-3 submissions per each topic within a conference, which generally led to 10-15 posts a week for the more attentive students.

Another rather unanticipated strength of the online format was the opportunity to provide constant feedback on students' writing and composition skills. In many courses, particularly those with only 1 or 2 final 'papers,' the ongoing feedback instructors can provide is limited. This is especially true in large courses. In contrast, as students are expected to contribute constant posts to each online conference, the instructor has the opportunity to establish expectations for written contributions relatively early in the course. This allows students to understand some of the basics of exposition and written arguments, and aids considerably when term papers are assigned.

While the flexibility and dynamic nature of the online course are strengths, there were several weaknesses as well. Although the instructor has flexibility in terms of when she/he reads and responds to posts, in order to do an adequate job, instructors have to spend some considerable time doing so. This is especially apparent in the initial stages of the course, as students are still trying to understand the expectations of the instructor. In addition, instructors have to be careful in rewarding quantity over quality; in many instances, I had students who waited to submit conference posts until the day or day before the end of a conference (and in some cases, well after the conference closed). While the student may have submitted an adequate number of posts, the content of the posts were often facile and demonstrated little knowledge of the course material (i.e., "I agree with Joe's last post"). These are issues that the instructor has to address immediately, or the nature of the online interaction is likely to suffer as the course continues.

Another potential challenge to the instructor is the extremely wide variation in student background. In my course, students ranged from those who actively desired a career in gerontology and health care, to those who were simply taking the course for credits, to those in the military, to those who were from foreign countries. While the composition of the course is probably not unlike those of large-scale, undergraduate survey courses at public universities, the reliance on writing and discussion in the online course format puts greater responsibility on the student to participate and shape the nature of the course. While this is a challenge, it is alternatively a strength as well; the online course afforded me the opportunity to instruct and spend virtual 'quality time' with students who may have otherwise not received such mentorship in the traditional, 300-700 student survey course at the local state university.

One aspect of the online curriculum I also have instinctive concerns about is its standardized nature. There were several areas of the course syllabus that I could not modify. In addition, the textbook was assigned; while I may be able

to recommend another text, I'm not sure if that is possible. Moreover, I received the distinct impression from some of the administrators that there is a continual move to standardize course curricula, teacher evaluations, and any other aspects of the class that were possible. This is a rather disturbing trend for those of us educated in the classic liberal arts vein, and seems to be the manner in which many purely online 'universities' construct their curricula (e.g., see Farrell, 2003). I do not think it is a flight of fancy to believe that larger public universities will adopt similar strategies as tenure-track faculty positions are eliminated in favor of more adjunct teaching positions. In some cases, assigning an adjunct faculty member to teach multiple sections of an introductory survey course online may save the university more resources than offering the same course in traditional f2f (face-to-face) format. In this sense, I fear that the rapid incorporation of online courses into established disciplines (particularly in the liberal arts) may be yet another tool to reduce the power of faculty to shape the content of their courses.

### Final Thoughts

I thoroughly enjoyed teaching Introductory Gerontology to a group of students whom I would likely never reach in my current academic position, and the flexibility of online teaching provided me with this opportunity. I was more than satisfied with the caliber of conference posts and discussions that took place, and I believe the students appreciated the ability of the course to go beyond textbook learning with the use of journal articles and online assignments. The flexibility of the course also made my instruction more efficient, as I was not limited to certain times of the week to offer my thoughts to students.

Although I do not believe an online course can ever adequately replace the dynamic type of learning that occurs in a small-group, high-level graduate or undergraduate seminar, in my opinion the flexibility of the online course makes it preferable to large-scale lecture courses and may be the approach of choice in the coming years for lower-level undergraduate instruction. Nonetheless, the flexibility of online courses needs to entail not only when the instructor participates and interacts with students, but also the content of each online course. Unfortunately, as the existing models of online courses tend to adhere to a more standardized model, the ability of online courses to act as a strong supplement to f2f instruction may be compromised in favor of a larger administrative trend to construct and deliver prefabricated courses to the student 'consumer.' While this may strike some as the position of Luddite, it nonetheless is a trend that warrants attention in the coming years.

### References

- Farrell, E. F. (2003). Phoenix's unusual way of crafting courses. *The Chronicle of Higher Education*, 49, A10.
- Gaugler, J. E. (2004). On the tenure track in gerontology: I wish I had known then what I know now. *Educational Gerontology*, 30, 517-536.

## Executive Committee Meeting Minutes submitted by: Jane Berry

*The annual meeting (APA 2004) of the Executive Committee was called to order at 8:07a.m.*

Attending were Greg Smith, Forrest Scogin, Harvey Sterns, Sean Meegan, Paul Costa, George Rebok, Chris Hertzog, Bob Knight, Judith Sugar, Carolyn Aldwin, Dan Mroczek, Ron Spiro, John Cavanaugh, Rosemary Blieszner, Liz Zelinski., Leah Light, Neil Charness, Sue Whitbourne, and Jane Berry.

The minutes from the mid-year meeting (GSA 2003) of the Executive Committee were approved unanimously. Reports from officers, committee chairs, council representatives, and general discussion followed.

Treasurer: George Rebok reported a positive balance sheet. The dues increase with the *Psychology and Aging* benefit has increased membership, especially student membership. Travel costs are up slightly this year, due to convention in Hawaii and other travel expenses by Executive Committee members. A motion to provide \$500 travel support for student representatives on the Executive Committee for annual and mid-year meetings was passed. Discussion on whether to provide similar funding for a postdoctoral representative followed, and was tabled as there is not currently a postdoctoral representative on Executive Committee. A motion to increase dues by \$2.00 per year was made, discussion followed, and the motion was approved (11 approved, 2 opposed, 2 abstained).

Secretary: Jane Berry provided an update on the Executive Committee Handbook. She and Harvey Sterns are working on a coordinated revision of both the Handbook and the Division 20 Bylaws. The revised Bylaws will be circulated to Division membership when the revision is complete so that membership may vote whether to approve the changes. Some changes include committee structure and function. Revisions will be circulated to Executive Committee prior to midyear meeting, after checking APA regulations and obtaining APA approval for proposed changes, then circulate in Spring Newsletter for membership.

The results of the mail ballot vote put to Division 20 membership on whether the Executive Committee of Division 20 should endorse candidates for APA President was reported: 319 yes, 137 no, 1 undecided. The Executive Committee voted unanimously to endorse Sharon Brehm for APA President.

Bob Knight reported that APA did not support the specialty status petition regarding practice and training guidelines for geropsychologists. Discussion followed. There is a need to address type of training, internships, practica, number of geropsychologists, accreditation process, licensing by states at a general level, and to keep the focus on professional geropsychology rather than applied or occupational psychology, for example.

Debbie Digiglio (Office on Aging) and Diane Elmore (Public Policy Office of APA) updated the Committee and circulated August 2004 OaA newsletter. Elmore will be leaving to become a Congressional Fellow next year. A full-time senior staff person will cover aging issues when Elmore leaves. Issues covered are research, practice, policy, science, education, and clinical related to aging. There will be a White House conference on Aging October 23-26, 2005. Discussion followed regarding reorganization of NIH and the need to have a panel on aging re-instated.

APA Committee on Aging (CONA): John Cavanaugh reported that the American Bar Association holds Division 20 in high regard. Work on developing a manual for judges regarding aging and competency issues in the legal system is underway. This issue would be a good topic for Continuing Education. George Niederehe received CONA award this year on professional training issues. On behalf of Division 20 and the Executive Committee, John thanked Diane Elmore for all the aging advocacy work she has done on the Hill, in a position which was only half-time. Greg Hendricks will be chair of CONA next year. Bob noted that it has been great having Debbie and Diane on board, to make such a huge difference in advocacy and other aging issues. A senior level lobbyist is being sought; search for candidates begins in September 2004.

Steve Breckler and Pat Kobor from the Science Directorate reported on a new science-based initiative, PSY21, Psychological Science for the 21<sup>st</sup> century, with budget approved. The Board of Scientific Affairs has been working on this for a long time. Breckler commended Sue Whitbourne for her work on the floor regarding public education issues. Kobor reported that funding issues are a priority this year, we need psychologists at top layers of advisory, and we need to work to educate Congress on the peer review process. IRB practices are coming under scrutiny in congress; report relevant cases to Mary at [science@apa.org](mailto:science@apa.org) with header: IRB case studies. You can read about IRB issues at Science Directorate link at APA website. Congress has mandated that NIH funded research be publicly available within 6 months of publication, open access to information. What does Div 20 think of open access to research?

Leah Light reported that the issue of the impact of NIH reorganization on aging research is being studied. Discussion followed on what kind of data can and should be gathered. Relevant contact persons and connections were discussed.

Leah mentioned that longer Executive Committee meetings might be needed, starting at GSA midyear meeting, and asked whether meetings are open to others. **Yes**, anybody can attend Executive Committee meetings.

*continues on page 7*

Harvey Sterns and Rosemary Blieszner were nominated and approved unanimously as CONA candidates. An official call will be forthcoming and endorsement of these candidates can be completed through e-mail.

Program: Ron Spiro reported that APA had moved completely to electronic submission and review. Ron thanked the people who reviewed conference submissions.

Elections: Chris Hertzog reported results of election. The Division 20 President-Elect is Neil Charness, and new Members-at-Large are Mary Ann Stephens and Dan Mroczek. Chris is stepping down as Elections Chair, and Leah Light reported that Ron Spiro has agreed to step in as new Elections Chair.

Awards: Dan Mroczek reported that Adam Davey will be senior chair next year. A significant increase in funding for the Lawton Award was made by John Santos from Research Retirement Foundation (RRF); the amount was increased to \$5000 to match the mentor award.

Continuing Education: Greg Smith reported that the CE event held on the Pride of Aloha cruise prior to APA yielded 14 registrants and a profit of >\$400.

Membership: Bob Knight reported for T.J. McCallum that membership is basically stable. Membership rates over the last two decades were examined, and it was noted that there were large gains in the 90s with declines apparent in early 2000s. Paul Costa noted same trends in APA membership overall.

Fellowship: Rosemary Blieszner reported that James Howard and Mark McDaniels have been elected as new Fellows to Division 20, and asked for nominations for additional new Fellows. Nominees must be members of Division 20 and have a strong track record.

Council Representatives: Sue Whitbourne reported on the need to bring science leaders to APA committees, board of directors, and generally, into the pipeline on aging issues. Paul Costa updated the committee on the Fowler issue, and work on increasing transparency at APA. He also reported that the estimate for 2004 convention attendance was 11,000 attendees.

Education: Sean Meegan reported that web information is being updated, and teaching tips authors are being sought.

Education Directorate: Judith Sugar reported that she will attend a leadership meeting in September, 2004, and has signed up to visit representatives on the Hill at that meeting.

Leah Light, incoming President, closed with comments on new and continuing appointments on Executive Committee, with goal of achieving smooth transitions and continuity in work of committee. Liaisons to various Executive Committee sub-committees need to be identified. Leah thanked Bob and Harvey for being superb mentors.

**The meeting was adjourned at 10:05.**

## American Psychological Foundation

### GOLD MEDAL AWARDS

The American Psychological Foundation (APF) invites nominations for the APF 2005 Gold Medal awards. The awards include a medal, \$2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to the 2005 APA convention in Washington, DC, for two nights and three days. (Coach round-trip airfare, and reasonable expenses for accommodations, and meals for two individuals will be reimbursed.) The Gold Medal awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

\* Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.

\* Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

\* Gold Medal Award for Enduring Contribution by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.

\* Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nomination Process: Gold medal award nominations should indicate the specific award for which the individual is nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award, as well as the nominee's current vita and bibliography. Letters in support of the nomination are also welcome. All nomination materials should be coordinated and collected by the chief nominator and forwarded together in one package. (Note: There is no nomination form.)

The **deadline** for receipt of complete nomination materials is **December 1, 2004**; complete nomination packets should be mailed to the Gold Medal Awards Coordinator, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242.

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## Executive Committee Roster 2004

**President (2004-2005)**

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# APA Division 20 Program Committee Report 2004

submitted by Ron Spiro

1. APA complicated the process somewhat this year by moving the convention up nearly a month. However, the on-line submission and review system worked quite well, and I hope it will be even smoother next year. Nearly all submissions were handled electronically, as were all of the reviews. This streamlined the process quite a bit, and reduced costs.
2. We received 110 submissions, including 10 symposia (9 accepted), 3 conversation hours (none accepted), and 97 posters (90 accepted). This included 6 submissions for the student poster award; the highest rated student poster was by Kristen Dial Ward, MA, University of Hartford (now at Children's Hospital LA), *Acute confusional state in the geriatric outpatient population*.
3. Program: APA gave us 14 substantive hours, 7 non-substantive hours, and 1 additional hour for a poster session.
  - a. We used our substantive hours for 5 2-hr symposia, 3 1-hr symposia, and an invited address (by Ravenna Helson).
  - b. We had 3 poster sessions: *Cognitive aging and dementia* (25 posters), *Social and personality psychology of aging* (40 posters), and *Clinical issues of aging* (25 posters).
  - c. Our 7 non-substantive hours included the EC meeting (2 hr), the traditional 4-hr Saturday afternoon block (DRA address, Presidential address, business meeting, social hour), and a 1-hr student symposium Sunday AM.
  - d. Distinguished Research Award Address, Margie Lachman, *Sense of control and aging: Implications for cognition and health*.
  - e. Presidential Address, Bob Knight, *The search for cultural differences in understanding family caregiver distress*.
  - f. Divisions were invited to collaborate on cross-cutting symposia; we teamed with Divisions 12 and 18 for a session on the President's New Freedom Commission on Mental Health: Implications for Psychology, presented Saturday, 10 – 11:50.
4. The social event (a 2-hour moonlight cruise) was planned with the assistance of Barbara Yee, UH at Manoa and our Treasurer; they deserve a great deal of thanks for their efforts.
5. At request of incoming president Leah Light, the incoming program chair (Liz Zelinski) has been informed of the process and progress in preparing the program. I wish her success in 2005, and look forward to helping in any way I can. I think that the idea of having incoming and past program chairs, or some combination thereof, working together is a good one, and could really help smooth things out.
6. Thanks to Bob Knight for the opportunity to have this job, and to everyone on the EC, at APA, and elsewhere for all the support, information, or assistance they have given me over the past year. I want to especially thank former program chairs Peter Lichtenberg and Michael Marsiske for all their help.

## Gerontological Society of America Preconference Workshop (November 19, 2004)

### QUALITATIVE AND MIXED METHODS RESEARCH: IMPROVING THE QUALITY OF SCIENCE & ADDRESSING HEALTH DISPARITIES

Organized by Terrie Wetle, Ph.D. and Leslie Curry, Ph.D.

While the benefits of qualitative and mixed methods are increasingly recognized in biomedical and behavioral research, the full potential of applying such methods in studying aging and health disparities have not been fully realized. Using these methods to better understand the perspectives of special populations, including ethnic and racial minorities and vulnerable elders, remains an urgent need. Supported by the National Institute on Aging and the Robert Wood Johnson and the John A. Hartford Foundations, this conference will help address the necessity for training regarding the application of qualitative methods in aging research. The full-day workshop will be held on November 19, 2004, immediately preceding the Gerontological Society of America 2004 annual meeting in Washington, DC. The session is intended for researchers interested in supplementing their knowledge of and experience with qualitative and mixed methods with current strategies and approaches. The workshop features a nationally recognized faculty of researchers and representatives of prominent funding agencies and journals who will explore the use of qualitative and mixed methods in aging research. The goal of the workshop is to elevate the quality of research proposals, enhance the standards of research methodology, and improve the caliber of resulting publications. The organizers hope to attract researchers and graduate students in minority and special populations. A limited number of graduate student scholarships will be offered to help defray the costs of attending the conference. To apply for the scholarship, applicants should provide a letter describing their research and how their attendance at this workshop will benefit their work, along with a letter of support from a faculty member.

For more information, please contact [Renee\\_Shield@Brown.edu](mailto:Renee_Shield@Brown.edu).  
To register, visit the GSA 2004 Conference Website at [www.geron.org](http://www.geron.org).

## Awards

Division 20 is proud to announce the following recipients of its awards, which were presented at the 2004 Annual Meeting in Honolulu on July 30.

### Faculty Awards

**Division Distinguished Research Achievement Award:** David J. Madden, Duke University

#### Retirement Research Foundation Awards

*Master Mentor:* Susan Kemper, University of Kansas

*Mentor:* Deborah Burke, Pomona College

**M. Powell Lawton Distinguished Contribution Award for Applied Gerontology:**  
Harvey Sterns, The University of Akron

**Springer Early Career Achievement Award:** Lynn Martire, University of Pittsburgh

### Student Awards

**Margret Baltes Doctoral Dissertation Award:** Stuart MacDonald, Karolinska Institute, Stockholm

**Best Student Presentation:** Kristen D. Ward, Dept of Mental Health, Children's Hospital of Louisiana

#### Retirement Research Foundation Awards, Completed Research

Postdoctoral: Shevaun Neupert, Brandeis Univ. (Margie Lachman, Mentor)

Doctoral: Angela Gutches, Univ. of Michigan (Denise Park, Mentor)

Masters: Karen Siedliecki, Univ. of Virginia (Timothy Salthouse, Mentor)

Undergraduate: Marci Smith, Univ. of Richmond (Jane Berry, Mentor)

#### Retirement Research Foundation Awards, Proposed Research

Doctoral or Postdoctoral: Elizabeth Hunter, Univ. of Kentucky (Graham Rowles, Mentor)

Masters: Jacqueline Baron, Univ. of Florida (Susan Bluck, Mentor)

Undergraduate: No nominees in 2004

We received a total of 20 nominations for the faculty awards, and 16 for the student awards. Thanks to the timely work by our reviewers: Brian Carpenter, Elia Femia, Karen Fingerman, Joe Gaugler, Derek Isaacowitz, Bob Knight, Leah Light, Scott Maitland. Dan Mroczek and Adam Davey were Awards Co-Chairs in 2004.

For information on applying for 2004 awards, or for reactivating previously submitted nominations, go to <http://aging.ufl.edu/apadiv20/awards.htm>. Deadlines for nominations for the RRF Mentorship awards are March 1, with other materials due May 4; the deadline for all other awards is June 1.

**Council Report (continued from page 3)**

acceptable to the petition signatories and to the original Task Force. Several issues relevant to governance emerged in the agenda, including a motion to amend the bylaws so that Board of Directors members can only occupy one term of office. This motion passed, and it will be sent to APA members because any bylaws change requires a vote of the membership. We would suggest that you not support this bylaw change when you receive the ballot. A second issue that may seem like a household item actually has considerable importance for governance and particularly science. Currently, when a member of a board or committee resigns, the Board of Directors assigns a replacement. The original intent of the position (i.e., a person on a “science” slate, or a “woman’s” slate) is then not fulfilled. As an alternative to this policy, Council voted that replacements be based on the original vote.

A major piece of legislation was introduced by Steve Breckler, the new Executive Director for Science. Called PSY21, this legislation will establish a framework for activities oriented toward enhancing communication and leadership within science. For example, PSY21 would establish Science Leadership conferences similar to the Education Leadership, Division Leadership, and State Leadership conferences that already exist. We are excited about this legislation because it will greatly facilitate the work of scientists within APA, and because we will be included in this initiative, will potentially allow Division 20 to have a broad impact on APA’s science policies and programs.

In addition to the legislative business of Council, Division 20 participated in meetings of the Coalition for Applied, Scientific, and Academic Psychology (CASAP) and the Women’s Caucus. The CASAP executive board voted to give Sharon Brehm our number one endorsement for president-elect. In addition to these Caucus meetings, in her capacity as CASAP President, Sue led a Science Leaders meeting intended to discuss the need for emerging science leaders. We would heartily encourage our colleagues in the division to consider running for boards and committees within APA governance. Students can also take on leadership roles through becoming involved in the governance of APAGS.

We encourage you to consult your Council representatives with questions and concerns about any of these matters. Once again, we would also like to entreat you to consider running for one or more APA positions. These are exciting times in APA and with more Division 20 members infused throughout governance, we can be a part of these important efforts.

With Division 20’s vote to endorse presidential candidates, and with the Executive Board’s recommendation of Sharon Brehm as our first endorsed candidate, we would like to encourage you to vote when you receive the Presidential Election ballot. Your vote for president is your only direct opportunity to influence governance. This is an important year because if Brehm is not elected, the role of science in the higher levels of governance will be further eroded (practitioners—take note—Brehm is also a licensed psychologist!). If you have specific questions about our endorsement of Brehm, or about any of the other candidates, please contact either of us. Finally, when you get that apportionment ballot in November, please give Division 20 as many of your votes as you can. Ten would be best, but if you have other divisional or state commitments you feel you should honor, then please consider giving us one or two more than you had originally planned. Most importantly, please vote!! A small minority of people vote both in the apportionment and the presidential ballots. Therefore, you can have a significant impact on the outcomes of these important elections and hence the future of psychology!

<b>Plan Ahead: Future APA Convention Dates</b>		
<b>2005</b>	<b>Washington, DC</b>	<b>August 18-21</b>
<b>2006</b>	<b>New Orleans, LA</b>	<b>August 10-13</b>
<b>2007</b>	<b>San Francisco, CA</b>	<b>August 16-19</b>
<b>2008</b>	<b>Boston, MA</b>	<b>August 14-17</b>

## Charles L. Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) invites nominations for the APF 2005 Charles L. Brewer Distinguished Teaching of Psychology Award.

### The Award:

The awardee receives a plaque, a \$2,000 check, and a two-night, three-day, all-expenses-paid trip to the American Psychological Association's (APA) 2005 annual convention, in Washington, DC, where the award will be presented.

### Requirements:

The award recognizes a career contribution to the teaching of psychology. The APF Teaching Subcommittee selects a psychologist for the award who has demonstrated:

- ◆ Exemplary performance as a classroom teacher;
- ◆ Development of innovative curricula and courses;
- ◆ Development of effective teaching methods and/or materials;
- ◆ Teaching of advanced research methods and practice in psychology; and/or,
- ◆ Administrative facilitation of teaching;
- ◆ Research on teaching;
- ◆ Training of teachers of psychology;
- ◆ Evidence of influence as a teacher of students who become psychologists.

### Application Process:

APF provides nomination forms. Nominations should include the form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are welcome. All materials should be coordinated and collected by the chief nominator and forwarded to APF at the same time.

The deadline for receipt of materials is **December 1, 2004**. Requests for nomination forms and completed nomination packets should be mailed to the APF Charles L. Brewer Teaching Award Coordinator, 750 First Street, NE, Washington, DC, 20002-4242. Requests for nomination forms may also be sent to [foundation@apa.org](mailto:foundation@apa.org).

## Student News

Hi Students!

We are honored to be serving you as Division 20 student representatives for 2004-2005. We are Ph.D. candidates in Cognitive Psychology at Claremont Graduate University. We work with Dr. Leah Light in the Claremont Project on Memory and Aging at Pitzer College. Our research interests include examining various types of processes involved in memory and the differential effects that age has on these processes.

As student representatives, we are interested in getting you all involved in Division 20 and in next year's APA conference! We will be planning a social event for graduate students at the conference, such as a lunch with a few of the Division officers. However, since this is a social event planned for you, we welcome your suggestions on things you would enjoy doing. We will also be organizing a symposium for the conference. Topics we are considering include recent trends and developments in aging research, and nonacademic careers for psychologists trained in adult development and aging. Again, we welcome your input on the symposium topic and any other issues related to Division 20. We look forward to hearing from you, or better yet, meeting you at the upcoming conferences!

Best Wishes, Christie Chung and Meredith M. Patterson  
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## Feature Article: Big Changes Ahead for a Graying APA

by Robert L. Johnson, Chair, Task Force on Retiring Psychologists

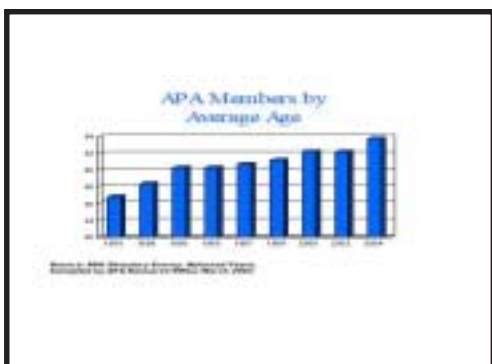
A pig moving through a python is the metaphor APA President Diane Halpern uses to describe the demographic shift that has been occurring in our organization—indeed in virtually all professional organizations around the country. But APA may be the first to recognize and confront issues posed by a graying of its membership.

As Figure 1 shows, the average age of APA members is now nearly 54 years. But, at present, the modal age seems to be climbing by about one year every year. If this pace continues as the psychological baby boomers move into retirement, APA will experience a decline in membership . . . unless the organization finds ways to keep its aging members connected.

As one of her presidential initiatives, Dr. Halpern has asked a group of psychologists to serve as a task force charged with determining what resources older psychologists need and want as they plan for retiring. (The suffix 'ing' was deliberately used to connote a continuous process, instead of the older notion that work stops at one point in time.) The committee was also asked to identify problems and opportunities that the expected wave of retirement will bring.

### A Survey of the Retiring

So, who are the retiring and retired psychologists in APA? And, what do they want from their organization? Earlier this year, Dr. Judith Sugar of the University of Nevada, Reno, spearheaded a subgroup of the committee that surveyed 745 psychologists who were at or near retirement age. While the group has a more



detailed report in the works, preliminary findings are:

- 52% of retired psychologists are volunteers, more than half of those in areas related to psychology; 22% have continued their research or service in psychology.
- Retired psychologists want information about aging (cognitive and physical aspects), volunteering and part-time jobs related to psychology, and mentoring.
- Retired psychologists also want to know how to keep informed about psychology after retirement.
- 64% of psychologists who plan to retire expect to continue working part-time as psychologists; 61% plan to volunteer during their retirement years - two-thirds of those in areas related to psychology.
- 90% of those surveyed regard their role of psychologists as important to their identity.

As important as it is, however, this survey was not the first-ever attempt to study retiring psychologists. In the mid 1990s, APA's Committee on Women in Psychology surveyed older psychologists ([www.apa.org/pi/wpo/older.html](http://www.apa.org/pi/wpo/older.html)) and found that work arrangements varied by gender, with older women more likely to stay employed and to work more hours as they grew older. Many respondents reported they wished to continue contributing to the field after retirement. One of the recommendations from this study was that "APA... should mobilize the strengths and experiences of older psychologists by creating volunteer opportunities." Dr. Halpern responds, "My presidential initiative on retiring is following up on that recommendation."

### Dreams and Schemes

One of the committee's fondest dreams is of a database that would connect retiring psychologists with both volunteer and paid opportunities to use their professional skills. Such a database could be used, for example, by colleges and universities to post part-time or temporary jobs for retirees, as well as mentoring opportunities to work with junior psychology teachers and researchers. It could also be used to establish speakers bureaus and pools of emergency psychological services providers.

At a session for retiring psychologists at the recent APA convention in Honolulu, the committee asked  
*continues on page 16*

audience members what retirement issues they would like to see the organization address. Among the responses:

- Make health insurance available through APA, especially for those in private practice - using the same approach APA uses for liability insurance.
- Provide more dues relief for retirees.
- Schedule more programming for retiring & mid/late career psychologists at future conventions.
- Maintain lists of psychologists available for mentoring and consulting on a voluntary basis.
- Provide advocacy to modify state laws so that psychologists can afford to maintain their licenses for part-time practice after retirement.

In fairness, we should say that APA has a dues-reduction program in place for those who have been members for 25 years. The insurance issue, however, has proved less tractable: APA has been unable to find a provider that can offer a cost-effective plan.

Other possible needs that have been discussed by the committee include travel groups, elderhostel arrangements, targeted continuing education, retirement preparation workshops, information about selling a practice, and social opportunities for retiring psychologist to connect and discuss common concerns.

### What's Next?

What will become of the committee's data and dreams? If there is sufficient interest from the membership, the thrust of the retiring psychologists initiative may continue on through several existing groups within APA. CONA (the Committee on Aging), for one, has shown interest in nurturing some of these ideas. We hope that others will be picked up by Membership or by a group such as Division 20.

Psychologists who would like to join the committee's listserv should contact Bob Johnson [bjohnson@rosenet.net](mailto:bjohnson@rosenet.net).

Behavioral Science at NIMH: Final Report of the National Advisory Mental Health Council's Workgroup on Basic Sciences—May 2004." A link for this document is available at <http://www.nimh.nih.gov/council/brainBehavioralScience.cfm>. The NAMHC Workgroup was charged with considering the impact of the portfolio of extramural research that includes (among other things) behavioral neuroscience, basic behavioral, and basic cognitive science in terms of relevance to the mission of NIMH, potential traction of areas of science (readiness to move forward rapidly at this time), and the innovative nature of the research areas in question. Among the recommendations made was that some areas of research might be better served by institutes other than NIMH, including "characterization of the processes of normal development or aging without a compelling argument for the relevance to mental illness or behavioral disorders." The implications of this recommendation and of an increased focus on translational projects at NIMH for geropsychological research will be followed by the Division, working together with the Science Directorate. The Science Directorate has also announced a new initiative led by the APA Board of Scientific Affairs (BSA). The initiative, called PSY21, is organized around three interlocking areas of emphasis: the responsible conduct of research, developing a culture of service to the discipline, and shaping infrastructure for the science of psychology. More about PSY21—and many other areas of interest to Division 20—can be found at the APA website. As you can see, I've gleaned a lot of information from the APA website and recommend it as a way to keep up with what is happening in various places (and as a good place to sort out acronyms).

### Convention

The 2005 annual meeting will be in Washington, DC. Elizabeth Zelinski and Sara Qualls are Program Co-Chairs. If you have ideas for our Division 20 social event, do forward them to Liz and Sara. Suggestions for pre-program CE workshops can be sent to Greg Smith.

### Awards

Division 20 is known for its superb awards program. In this issue, you will find a list of those honored this year by the Division for their accomplishments. Serving on awards committees is one of the most enjoyable and satisfying features of my job. Check out the awards on our website and the due dates and send your nominations early!

**Presidential ballots will be sent out starting on Oct. 15, with a 45-day voting period. Not everyone will receive their election ballot at the same time, but most ballots will probably be received from Oct. 15 to Nov. 15.**

**Please vote!**

## APA Presidential Candidates: Comments on Aging

Questions for the Candidates: Each year, candidates for the Presidency of APA publish statements about their background, interests, and views on the APA website at <http://www.apa.org/governance/elections/04candidates.html>. The information available at this website deals with APA governance, presidential platform, and selected issues dealing with professional and scientific matters. Because the statements are designed for a wide audience, they do not necessarily tell us about candidates' interest in, and involvement with, issues relevant to adult development and aging. Hence, following recent tradition, all candidates were invited to give responses to three specific questions:

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.

Four of the five candidates were able to respond to our questions and their answers are included here. We list responses alphabetically by candidate with only very minor editing. Some candidates chose to respond to each of the questions individually. Others chose to prepare a response that incorporated all three. The format of each candidate's response is preserved as sent to us. It may seem a little strange to present the responses of all candidates given that the Executive Committee has endorsed a single candidate. We do so out of respect for the diversity of interests represented among the members of Division 20. Also, the Hare system of voting permits ranking of candidates, rather than selection of a single candidate and the information provided may help you in assigning ranks should you choose to vote for more than one candidate. We hope that all Division 20 members will consider the responses of the candidates and information given on the APA website as they think through their voting strategies. You will receive your ballot from APA soon. However you decide, please do vote in the forthcoming election for APA President.

### Sharon S. Brehm

**Interests and involvement in Division 20 and aging:** I am not a member of Division 20 and have not been active in the division or any other professional organization explicitly focused on the psychology of adult development and aging. However, like so many other people, I have a deep personal interest in the psychology of adult development and aging. That interest stems from my own experience of getting older, the widespread concern about how our country (and others with a similar demographic pattern) will adjust to having a very large cohort of elderly "baby boomers," and the anguish of having loved ones suffer from age-related illnesses. It is quite clear that the research, practice, educational, and policy issues that the members of Division 20 address are among the most important ones of our time.

**Professional or scholarly interest you have in issues related to the psychology of aging:** Although I was trained as a clinical psychologist, much of my work has focused on social psychology, and the study of intimate relationships has been one of my major interests (Brehm, Miller, Perlman, & Campbell, *Intimate Relationships 3e*, New York: McGraw-Hill). The theme of adult development runs throughout the study of intimate relationships. There are, for example, age differences in love, loneliness, friendships, and social support. But age and stage of life are closely intertwined. For example, if the behavior of older couples differs from the behavior of younger ones, is this an age difference, a difference in their life circumstances, or both? These are difficult and interesting distinctions to try to make. Thus, particularly in the textbooks on *Intimate Relationships* and *Social Psychology* as well as in my undergraduate teaching, I often focus quite strongly on adult development but I tend not to address the

psychology of aging. That is, I do not usually focus on the underlying aging process itself in terms of its psychological and/or physical dimensions, but, instead, employ age as a cross-sectional variable, highlighting differences as well as similarities in social psychological functioning across age cohorts.

**Is aging part of your platform or agenda for your presidential year? If so, please describe briefly:** In my initial Candidate's statement for the *Monitor on Psychology*, I emphasized that APA must lead "the development of a life-span perspective on psychological health. The US cannot meet the treatment needs of children and adolescents, and the aging of the boomers will create yet another treatment shortage. APA is uniquely qualified to articulate the comprehensive life-span perspective required for a more effective approach to psychological healthcare." This issue is also included in the priorities that I have posted on my website ([www.brehm4apa.com](http://www.brehm4apa.com)): "In serving the applications and practice of psychology that promote the health and well-being of individuals, families, groups, communities, and societies, I will support . . . the articulation of a life-span perspective on psychological health that will be useful to both psychologists and other health professionals." I recognize that there are many other vital issues of great interest to Division 20 psychologists, but as noted earlier the healthcare (psychological and physical) needs of the baby boomer generation, and the political and economic context in which these needs are met, will surely be one of the most challenging and contentious issues of this century. I hope that the Division 20 membership will be actively involved in developing this life span perspective and will make use of it to assist communities, states, and nations to adopt sound policies and utilize best practices.

Candidates continued from page 17

## Gerald P. Koocher

I welcome the opportunity to inform Division 20 members about my candidacy. Sadly, I had no opportunity to provide such data to your board, for potential endorsement. I encourage you to review my credentials and make your own decisions. Complete career information, including my full C.V. can be found at my web site: [www.ethicsresearch.com](http://www.ethicsresearch.com).

Trained as a scientist-practitioner pediatric psychologist, I am a Fellow of twelve APA Divisions (1, 7, 9, 12, 18, 29, 37, 38, 41, 42, 53, and 54), served as President of five, and as Treasurer of APA for ten years. Although my professional interests have not focused primarily on aging, I have more than 150 publications relevant to many aspects of adult development and family life including clinical and research ethics, coping with chronic illness, and bereavement. Following 31 years at Harvard Medical School, I am now in my fourth year as Professor of Psychology and Dean for Health Studies at Simmons College, Boston.

As President I would *focus on family*, in the broadest sense across the life span. Psychology faces many external threats and we cannot afford to waste time feuding amongst ourselves. We have work to do within and outside APA that involves communication, tending, and befriending.

APA must communicate more effectively with its members and all psychologists who have become disaffected or decided not to join.

We must tend to the needs of our junior colleagues who often exit their training facing significant student-loan debt, barriers to practice entry, and mobility problems. We must improve this situation by lobbying for increased traineeship funding and loan forgiveness programs. We must press ahead with the mobility dialogues and mechanisms begun in recent years.

Many opportunities exist to expand the scope of traditional psychological practice into new arenas such as those within health care. We must place special emphasis on encouraging younger colleagues to take an interest in our aging population from both a clinical services and research perspective, especially in the context of the coming population bulge of aging baby boomers.

We increasingly face threats to our scientific integrity and the funding of some social and behavioral research. Some American political leaders will continue trying to impose restrictions other than scientific merit on federal research funding. We cannot afford to remain silent on such matters. We must ally ourselves with scientific colleagues in other fields and advocate for scholarly integrity and freedom of inquiry.

We need an *infusion of inclusion* within our own family. We must tend to all segments of American psychology, especially those too long marginalized by social and economic factors in setting our internal agenda. I will actively reach out to under-

represented segments of our membership, including all of the minority-based psychological associations in an effort to forge new collaborative initiatives.

We must carry what we know about improving family life beyond the halls of psychology, bringing psychological knowledge more visibly into the public forum. In this context family life encompasses realms of public policy, work, education, recreation, healthy aging, and interpersonal relationships. We know that healthy and well-adjusted people build better societies, but we also know that improving societal institutions builds better people. Psychology has much to contribute and we do a better job of making these potential contributions self-evident.

## Katherine C. Nordal

While I am not a member of Div. 20, I have had an active interest in older adults through out my 28 years of practice. Earlier in my professional career, I was a strong advocate and active visitor on Capitol Hill in support of psychologists' inclusion as providers under Medicare. Since passage of that legislation, I have been a Medicare provider and treat elderly clients in my practice. Primary care physicians frequently refer their aging clients for treatment of mood related disorders and evaluation of suspected cognitive decline. I have also worked with many families/caretakers as they have wrestled with the difficult decisions they have to make about care of their parents. I have provided consultation to nursing home staff and have served in an evaluative capacity for inpatient geropsychiatric units. On a more personal note, I have been a Hospice volunteer and Meals-on-Wheels volunteer in my community. I have also been a regular visitor of the aging/shut-in members of my Episcopal church.

I was an APA Congressional Science Fellow during the 1990-91 academic year and served as senior staff in a House office and on the House Select Committee on Hunger. I was responsible for handling the issues related to older adults and worked with the offices of my Senator, Thad Cochran, on the reauthorization of the Older American's Act. I also handled issues related to food and nutrition programs for older adults.

While on the APA Board of Directors (2001-03), I was liaison to the Board for the Advancement of Psychology in the Public Interest, and worked to advance the agendas of all of the committees under its purview, including the Committee on Aging. As liaison from the APA Board of Directors to APA's Interdivisional Task Force on the Practice of Clinical Geropsychology, I was actively involved in the development of that group's final document which became the "Guidelines for Psychological Practice with Older Adults". I then worked with that group and actively advocated with the APA Council of Representatives for the successful passage of those guidelines.

Candidate Statements continue on page 19

*Candidate Statements continued from page 18*

**Nordal, continued**

I have also been very concerned about the potential for disenfranchisement of the aging through our legal system. In our state, historically two physicians (specialty does not matter), or a physician and psychologist, can sign an affidavit to declare an individual incompetent to manage their affairs, without a whole lot of data to support their decision. I designed a training workshop for judges regarding the appropriate psychological evaluation of competency issues in the elderly and have presented that workshop through the University of Mississippi's Continuing Judicial Education program.

My presidential initiatives will focus on public policy and advocacy for the underserved. While I do not currently have any specific targeted goals in regard to aging issues, I will be working with the APA Public Policy Office as we craft initiatives, and, certainly, aging issues may be among those. I am very interested in advocacy for additional Graduate Professional Education funding, and those training grants do target programs for work with the underserved, including older adults, especially in rural communities.

I appreciate all of the great work your division does on behalf of our aging citizens! I would be delighted to receive input from your members as I begin to put together my advocacy and policy initiatives for my presidential year. Please feel free to contact me through my website at: [www.Dr.Nordal.com](http://www.Dr.Nordal.com)

**Lawrence G. Ritt**

I am not a member of Division 20 and am not involved in other professional organizations devoted to the psychology of adult development and aging. Over the years, however, I have been involved in various groups whose missions included lifetime learning advocacy for seniors.

When I was president of the Florida Psychological Association, I spearheaded the development of a continuing education track on professional issues related to aging and later, as a member of the FPA convention planning committee, encouraged ongoing programs related to professional issues effecting Florida's substantial aging population. On a local level, I have served on numerous committees and task forces focused on various aspects of both normal adult development (e.g., lifetime learning, memory enhancement, etc.) and problems of aging (e.g., respite for Alzheimer's caregivers, identification and prevention of severe symptoms of loss and depression, etc.).

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

Not specifically. The theme of my campaign is "What can APA do for YOU?" and I am sincerely interested in finding out what can be done to make APA more responsive to the needs and concerns of its members. Although your Executive Committee has already endorsed another candidate, I hope you will give me a chance to demonstrate my sincerity by giving me your #1 vote.

**Stephen Ragusea:** Comments not available at press time.

## Division 20 Congratulates Ron Abeles!

Ronald Abeles (Office of Behavioral and Social Sciences Research, NIH) has been selected as one of five recipients of the American Psychological Association (APA) Meritorious Research Service Commendation. This commendation was initiated by the APA Board of Scientific Affairs (BSA) to recognize outstanding contributions to psychological science through service within the federal government in program development and research facilitation. He is being honored for raising the standards of psychological science, increasing the skill levels of researchers, and introducing psychologists to cutting edge interdisciplinary research through his leadership roles at the National Institute on Aging, the Office of Behavioral and Social Sciences Research, and the Health and Behavior Coordinating Committee at NIH.

## New APA Fellows of Division 20

Division 20 announces that the following members have been elected to Fellow status:

### New Fellows of APA

**2004**

Jacqui Smith

**2005**

Michael Gilewski  
Brent Small  
Avron Spiro, III

### Current Fellows of APA elected to Fellow of Division 20

**2004**

Philip Ackerman  
Karleen Ball  
Alice Cronin-Golomb  
Sara Czaja  
Howard Leventhal

**2005**

James Howard  
Mark McDaniel

**We are pleased to acknowledge the many outstanding contributions to research in the psychology of adult development and aging made by these fine scholars.**

Nominations are being accepted for the next round of reviews, with a due date of Jan. 7, 2005. Please refer to the Summer 2004 *Adult Development & Aging News* (p. 8) for criteria (available at <http://apadiv20.php.ufl.edu/Summer04.pdf>). Contact Rosemary Blieszner, Division 20 Fellowship Chair, to nominate new or current fellow candidates, obtain information, and request application materials (rmb@vt.edu).

### **Adult Development and Aging News**

Division 20, American Psychological Association

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