

Adult Development & Aging News

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20 DIVISION

President's Message

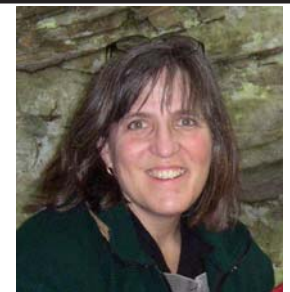
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As I write my first column as President of Division 20, we are just back from the convention in my hometown of New Orleans. I can't help but think of one of my favorite New Orleans ideas (aside from gumbo, of course), that is, "lagniappe" (pronounced *lan-yap*). Lagniappe is a small gift that is given when none is expected. It is a little something extra, most typically in the context of a purchase or exchange. So in New Orleans, once you've made a decision to buy something, you may find yourself surprised with what else comes along in the bargain. What has always impressed me most about lagniappe is the spirit in which it is presented. To be done right, lagniappe is slipped by decidedly without flourish, but rather with a twinkle in the eye. After all, part of the fun is to wait for that flash of recognition that things have not come out even, but instead in the recipient's favor. Lagniappe is not just a custom. It is a reminder that life is generous, and that little surprises can appear when you least expect them.

Similarly, you may find yourself delightfully surprised by the lagniappe that comes along with your Division 20 membership. I hope you take time this year to enjoy all of the benefits that D20 membership offers. Membership brings *Psychology and Aging* to

your mailbox, and helps to support first-rate conference programming. It brings this wonderful newsletter. If you have not done so lately, check out our world-class website (<http://apadiv20.php.ufl.edu/>), which has resources for educators, researchers, and practitioners. If you are not on the Division listserv, join today (<http://apadiv20.php.ufl.edu/joinpsya.htm>) to get the latest on position openings, funding alerts, award and conference announcements, and other news in psychology and aging. Our awards program will continue to recognize excellence in research and mentorship. Our student awards program encourages novice researchers to develop and implement their best ideas with awards for both proposed and completed research. Division 20 has close ties with the APA Office on Aging and the Committee on Aging (<http://www.apa.org/pi/aging/cona01.html>), who help to keep aging front and center within APA and help to promote aging issues among policy makers and the public, as well as with the APA Science Policy Office, who keeps tabs on the funding situation for research and lobbies for research dollars for psychological science at NIH.



Elizabeth Stine Morrow
Division 20 President

For me, one of the great pleasures of serving on the Division 20 Executive Committee is interacting with such energetic and thoughtful colleagues. They have been my little bit of lagniappe on just about a daily basis of late. I would like to thank Neil Charness (past-president) and George Rebok (outgoing treasurer) for their invaluable service to the Division. I also want to thank Carolyn Aldwin and Karen Hooker for all their efforts in putting together the superb program in New Orleans, and Bob Intrieri for coordinating the wonderful dinner at Gordon Biersch. Welcome to Chris Hertzog (president-elect), Scott Hofer (our new treasurer), and Karen Fingerma (member-at-large). Lisa Soederberg Miller and Brent Roberts will serve as program co-chairs this year. They are already making plans for San Francisco, both in terms of innovative programming and gathering ideas for a social event. Ron Spiro will chair the

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*President's Message
continued from page 1*

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Elections Committee; Joe Gaugler the Membership Committee; and Forrest Scogin and Brent Small, the Awards Committee. Ric Ferraro and Kristi Multhaup are taking the helm for the Education Committee; and Bert Hayslip and Harvey Sterns are staying on with the Continuing Education Committee. I look forward to working with all of them to make sure that your very high expectations of Division 20 are met.

Ahhh, so you see how many wonderful people are out there spreading lagniappe! As we gear up for another year, there is much to do...

**APA and Division 20
Governance: VOTE!**

This year you will be receiving three different ballots from APA. Do not throw these away! This may seem like a funny sort of way to introduce this issue, but the fact is that relatively few members participate in APA governance. Your vote can make a big difference in shaping the way Division 20, and APA as a whole, functions. It is the most basic way in which you can participate – so start there!

First, you will be receiving an *apportionment ballot* around the first of November. Division 20 currently holds two seats on APA Council. Of course, it would be wonderful if we could add another, but it is essential that we maintain our two. Remember to cast "10 for 20!"

You will also be asked to vote for *APA President*. The D20

Executive Committee has endorsed Alan Kazdin, and we encourage you to rank him first on your ballot. Dr. Kazdin is the John R. Musser Professor of Psychology at Yale University, where he serves as Director of the Child Study Center. He is also the Director of Child Psychiatric Services at Yale-New Haven Hospital. He has a strong research background in developmental psychopathology and child- and family-based interventions, and is an active clinician. Dr. Kazdin is an energetic scientist-practitioner, whom we believe would provide strong leadership for APA. His statement, and statements for all of the candidates are contained in this newsletter. Above all, vote!

Finally, participate in *D20 elections*. When Ron Spiro sends out the call for nominations later this year, nudge that colleague who is waiting to be asked. If you are asked, please say yes! And above all, when the ballots come out in the spring, yes, you guessed it.... Vote!

Awards and Honors

Participate in the Awards and Fellowship programs. Forrest Scogin (chair) and Brent Small (co-chair) will handle awards this year, with nominations due in the spring. Nominate your colleagues for distinguished research and mentorship awards

(remember, without flourish, but with a twinkle in your eye). Fellowship nominations, coordinated by Sue Whitbourne, will be due early in 2007. Check out the webpage and look for announcements on the listserv for more information about the nomination process and deadlines.

Committee Staffing

Committees and liaison appointments for this year are presented in this newsletter (p. 13). As every year, there is a mixture of new faces and familiar ones. Neil's "ask not what your division can do for you..." appeals inspired many of us to get more involved in Division activities. I am grateful that our more seasoned members will have an opportunity to mentor newer members on Division activities.

Without much fanfare, Division 20 turned 60 this summer! There is something about those decade birthdays that seems to spark reflection and anticipation. I have asked Harvey Sterns to take on the role of Division historian. We have some wonderful archival material posted on our website already, and Harvey will expand and keep that updated – and no doubt develop new projects as he sees fit.

Geropsychology Training

The effort to define clinical geropsychology as a professional specialty continues. Division 20 was a co-sponsor of the Training Conference in Geropsychology in Colorado Springs this summer. While geropsychology has been recognized as a proficiency since 1998, the application

Continued on next page

Note From Co-Editors:

We sincerely 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. Submissions may be sent to any of the three editors via email as a Word or Wordperfect attachment.

President's column continued....

for its recognition as a specialty was turned down last year by APA's Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). The value-added of clinical geropsychology as a specialty would be to provide a higher level of "quality control" in professional practice with older adults (a need magnified by the ever-growing population of elders). Counterarguments surrounding specialties in professional practice generally revolve around a perceived balkanization of psychology. In the case of geropsychology, one factor for the rejection of specialty status by CRSPPP was the lack of a clearly articulated training model. A lot of progress was made along these lines at the Colorado Springs Conference with development of the "Pike's Peak Model" of professional training in geropsychology. For more information on this, check out the recent Monitor article at <http://www.apa.org/monitor/sep06/geropsych.html>. Thanks to Bob Knight for all his work on this!

Science Watch

Division 20 continues its role in promoting the scientific study of the psychology of aging. For example, we continue to support the Federation of Behavioral, Psychological, and Cognitive Sciences (FBPCS; <http://www.thefederationonline.org>), which has been an effective advocate for basic behavioral science, and we typically have representatives from the APA Science Directorate (<http://www.apa.org/science/>) and APA Science Policy Office (<http://www.apa.org/ppo/>) at board meetings. A particular challenge this year will be to increase funding for basic behavioral research, which currently represents only about a third of the NIH portfolio. D20 members may be interested to know that there is another avenue of funding at NIH... OPASI (the Office of Portfolio Analysis and Strategic Initiatives), which will be developing new funding initiatives this fall. Comments from the scientific community will be solicited early in the fall, with initiatives announced in November. See <http://opasi.nih.gov/> for more info.

San Francisco 2007

We are already looking forward to San Francisco. The theme for this year's convention will be "Building Bridges, Expanding Horizons: Interdisciplinary and International Perspectives." In keeping with this theme, Lisa and Brent have been working on some plans for symposia on integrated health and (so as not to give away too much) other areas that cross conventional (so to speak) boundaries of discourse. As you plan your submissions for this year's convention, please do keep this theme in mind.

Onward!

It will be a busy year with activities that truly matter and impact each of us who has interests in the science and professional activities of geropsychology, and so ultimately aging individuals and their families. I hope that you will become engaged in Division 20 activities in whatever way that makes sense to you. Come make more lagniappe!

Welcome New Members!

Dr Jennifer Hillman
Dr Edith S Howe
Rachel T Winer
Carla R Arlien PhD
Dr Florence L Denmark
Melinda K Baker PhD
Jerri D Edwards
Angela Gutches PhD
Constance Kehrer PhD
Thao N Le PhD
Laura A Rabin
Joel R Sneed PhD

Student News

Submitted by Cory Bolkan

Hi Students,

We hope that everyone had a great APA conference experience in New Orleans this past summer. Thank you for making this year's Division 20 graduate student Conversation Hour a success. Drs. Anderson Smith and Christopher Hertzog, both from Georgia Tech, and Dr. Carolyn Aldwin, from Oregon State University, provided an informative and interactive roundtable discussion on how to secure an academic job or post-doctoral position in the aging field. We also had a very enjoyable graduate student social event at the Crescent City Brewhouse. This event provided a chance for students with similar research interests to interact and relax.

Congratulations to all of the student award winners on their accomplishments!

We feel honored to have served as your student representatives this year. If you have feedback, suggestions, or ideas for future APA Division 20 student events please feel free to contact us. We look forward to seeing you again at future conferences!

Best regards,

Cory Bolkan & Christie Chung
2005 – 2006 Division 20 Student and Post-Doctoral Representatives
bolkanc@onid.orst.edu
chung_c@mit.edu

Welcome New Student Members!

Shirley J Watkins
Sara E Gilloth
Bensadon
Chari Cohen
Clare Gideon
Angela Gutches
Michelle E Mlinac

Minutes of APA Division 20 Executive Committee Meeting Annual Meeting – New Orleans, LA Saturday August 12, 2006, 8 – 10 am

Submitted by Joan McDowd

Members present: Norman Abeles, Cory Bolkan, Susan Charles, Neil Charness, Christie Chung, Manfred Diehl, Christopher Hertzog, Karen Hooker, Bob Knight, George Rebok, Forrest Scogin, Brent Small, Silvia Sorenson, Ron Spiro, Harvey Sterns, Mary Ann Stevens, Elizabeth Stine-Morrow, Judith Sugar, Robin West

Guests present: Virginia Holt, (Science Directorate), Patricia Kobor, (APA Science Policy Office), Rena Subotnik, (APA Education Directorate), Debbie DeGilio (APA Office on Aging) and Toni Antonucci (CONA and co-chair of Brehm's Presidential Task Force on Integrative Health-care for an Aging Population), Randy Phelps, (Practice Directorate).

The meeting was called to order by President Neil Charness at 8:02 am

1. Committee reports

- a. Secretary Joan McDowd announced the recent completion of the D20 Executive Committee Handbook. Electronic copies have been circulated to EC members, and are available from Joan.
- b. Elections committee chair Ron Spiro announced election results: Christopher Hertzog is the incoming president-elect, Scott Hofer, treasurer; Karen Fingerman and Sara Czaja, Members at Large.

The elections committee was formed to identify potential candidates, with the goal of finding ways to increase the candidate pool.

The fact that not many people voted in this year's election was raised, and some discussion centered on the issue of whether or not this is a real problem. On the one hand, the ideal situation would be a division of people who were more invested in the activities of the Division. On the other hand, perhaps it is best if those who vote are those who are most informed. Incoming president Elizabeth Stine-Morrow will mention this issue in her first letter in the newsletter. Some discussion was had about electronic voting or other ways to improve voter turnout.

- c. Karen Hooker, 2006 Program co-chair, brought forward the issue of whether to continue with the Student poster award. Apparently there are conflicting application instructions, making the process confusing for all. In addition, the award is currently made based on the abstract rather than the poster itself. Various changes and modifications were suggested, including doing away with the award. The decision was made to send the question back to Program committee and have the committee come up with a proposal to be discussed at the mid-year meeting.

Karen also provided a brief summary of D20's Program. (see full report).

Christie Chung and Corey Bolkan reported that the graduate student conversation and social hour was successful. 23 students attended the event, which was focused on "securing a career in aging".

D20 social hour is Saturday night. Enough people signed up to more than break even on costs. The event will be held at the Gordon Biersch restaurant. Initial difficulties and uncertainties in negotiating with other venues led to the decision to go to a more reasonable place.

Neil presented a certificate of appreciation to Karen for her and Carolyn's work on the Program.

2. Awards and honors

- a. Neil Charness has been in discussion with the Margaret Baltes Foundation regarding the Margaret Baltes Dissertation Award. There was some concern from the Foundation that the D20 award did not have enough visibility. Neil has been working with Ursula Staudinger from Foundation to remedy this situation.

The solution proposed was to have the D20 Distinguished Research Achievement Award carry Margaret Baltes's name. It was recognized that this award has a long history, and changing it should not be done lightly. However, the changes were perceived to be positive ones. The Foundation award would receive greater visibility; the awardee is already scheduled to make a presentation at the conference so no additional program hours would be required for this visibility. The Foundation is willing to allocate \$2500 to fund the award, allowing the Division to provide a cash prize for its most prestigious award. Selection of awardees would continue to be done through the usual D20 Award Committee. The Executive committee approved the proposal that the Distinguished Research Achievement award carry the name of Margaret Baltes.

The related issue of whether to continue the Margaret Baltes Dissertation award was discussed. It is currently the only student award that is open to students studying in other countries. Discussion focused on whether that was an important award to keep, or whether other existing awards could meet the needs of students outside of the US. It was suggested that Neil get back to Paul Baltes and the Foundation to ask their opinions about continuing the Margaret Baltes dissertation award for international students.

- b. Because John Santos has been a tremendous supporter of D20 and many of the individuals in our division, the EC decided at the mid-year meeting to offer him honorary membership in Division 20. Neil communicated that to him, and John was very thankful for the honor. Neil read a letter from John, thanking the EC for the award of honorary membership.

3. The EC considered the question of whether the EC should endorse a candidate in the APA presidential election.

It was noted that having endorsed Sharon Brehm has led to some good things for D20, such as her initiative on aging and health. She has also become a member of D20. After some discussion of the candidates, it was moved and seconded that D20 EC endorse Alan Kazdin for APA president. The motion passed unanimously. Rationale for the choice of Kazdin was based primarily on the view that he will be the most supportive of science and developmental interests in APA.

4. Virginia Holt, the Assistant Executive Director for Science (Science Directorate) and Patricia Kobor, Senior Science Policy Analyst (APA Science Policy Office), visited the EC meeting.

Virginia encouraged members to consider the variety of awards available through the Science Directorate. For example, there are awards for meritorious research service by federal agency or foundation members, awards for distinguished service to psychological science for those who have provided service to the discipline, awards for departments of psychology that foster a culture of service as part of their way of doing business. See the Science Directorate web site for additional details.

Virginia also asked for help doing some writing for the Psychological Science Agenda publication. There is a featured article every month called "science brief" and they are always looking for authors to contribute blurbs. Please suggest individuals who might be willing to write to Virginia.

Pat Kobor circulated some information from NIA about funding issues at NIH – and interview with Emmeline Edwards of NINDS, and a Q&A with Molly Wagster and Richard Suzman of NIA. She also circulated an APA Policy update sheet.

She and her office will be monitoring NIH initiatives related to funding; at this point she suggested that cross-cutting initiatives may be a good place to get funding when it is so tight.

- 5. Division membership to the Federation of Behavioral, Psychological, and Cognitive Science** costs \$250 per year. The question was raised about whether we want to continue this membership, in addition to APA's organizational membership. The decision was made that we would continue our membership in support of the FBPCS lobbying efforts. The treasurer will receive the electronic newsletter received as part of the membership, and will forward it to the rest of the EC so all can stay informed. For more information on the Federation, see <http://www.thefederationonline.org/about.html>

6. Rena Subotnik visited the EC meeting as a representative of APA's Education Directorate.

She shared information on Education Directorate projects that may be of interest to D20 members.

She first discussed a project to link lifespan development and giftedness, and mentioned that a book about the project is coming out soon from APA.

Another important issue raised was the Bureau of Health Professions and GEC funding. She confirmed that the effort to restore the funding was successful in the House but not the Senate, so the prospects for continued funding are not good.

Bob Knight thanked the Education Directorate for supporting the national conference on training models in gero-psychology.

Rena encouraged writing for TOPS (teaching of students at secondary school level); they are developing curricula for students and would welcome help. Neil suggested that Education Directorate should communicate with CONA as they have some materials that may be useful to these teachers.

The EC encouraged the Education Directorate to help support the VA GRECC system as it is a major locus for education and training in geropsychology.

Rena encouraged people to become active on committees as it is a way to have influence.

7. Debbie DeGilio (APA Office on Aging) and Toni Antonucci (chair of CONA and co-chair of Brehm's Presidential Task Force on Integrative Health-care for an Aging Population) visited the EC meeting to report on recent activities.

Debbie thanked D20 for its support of the stress management workshop for aid workers in New Orleans and Baton Rouge. It was very well received and helpful. Attendance was very good and they may investigate repeating the program.

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Debbie also pointed out that there was some excellent programming for the conference reflecting collaboration of the Office on Aging and D20 (see handout).

The White House Conference on Aging report is at the printers, and should be out very soon.

The capacity assessment materials are now out: *Judicial Determination of Capacity of Older Adults in Guardianship Proceedings*, and *Assessment of Older Adults with Diminished Capacity: A Handbook for Lawyers*. See both reports at www.apa.org/pi/aging

Toni Antonucci gave a report on CONA activities. The *Life Plan for the Life Span* document is now available in print and online. This document provides suggestions and links to resources helpful in planning for legal/financial, health, psychological, social, and work life/retirement issues that often arise as people age. It is also available at <http://www.apa.org/pi/aging/>.

Toni also mentioned that CONA is seeking nominations for new CONA members, and invited member to feel free to send names along. The committee tries to balance junior and senior, clinical and experimental interests.

Toni also announced that she and Toni Zeiss are co-chairing Sharon Brehm's task force on integrative healthcare for an aging population. The task force may call on D20 members to provide expertise so that everyone is informed about the issues.

The name of the APA initiative on mentoring, first called "Green and Gray" has been replaced by "centering on mentoring" due to the intervention of CONA to be more positive about aging.

Rosemary Blieszner is the incoming chair of CONA.

Judith Sugar is chairing a new initiative related to aging in Division 35 Psych of Women.

8. **Randy Phelps, Practice Directorate Administrative Director, visited the EC meeting to report on Practice Directorate activities.** He circulated a printed summary of activities, and identified himself, Diane Pedula, and Elizabeth Winkelman as Practice Directorate contacts for anyone seeking information or input.

Randy reported primarily on the Practice Directorate's work with Medicare policy. Specifically the Directorate is concerned with preventing cuts in Medicare reimbursement, and has been working to develop new cpt codes for psychologists to better reflect psychological services and improve reimbursement.

Bob Knight encouraged Randy to have the Practice Directorate be sensitive to aging issues and to help the divisions who deal with these issues.

9. **Bob Knight reported that the training conference in Geropsychology** took place as planned in June. The model coming out of that working conference will be known as the Pike's Peak model. Attendees developed and refined a list of competencies (process of refining still occurring) for clinicians, rather than a set curriculum or series of courses. Dissemination strategies for the model when complete will be carefully considered for greatest impact. There will be publications, possibly in the APA Monitor, that lay out the model for a wider readership.

The conference also addressed post-licensure training, in addition to graduate and post-graduate training. This is a relatively new emphasis, but is a growing area. This will be a major conference follow up activity, involving CE, distance learning, etc.

Bob thanked the division for our financial support for the conference.

An additional conference-related outcome is the possibility of organizing a council of professional training programs in geropsychology, to help with follow up activities and support communication about relevant training issues.

10. **APA Council activities were summarized by Bob Knight.**

Council changed the name of the Committee on Accreditation to the Commission on Accreditation Council also made some changes in guidelines – instead of emerging areas it is now a recognized practice area. This may help geropsych programs.

There was considerable discussion regarding the issue of psychologists participating in torture, interrogations, ethics. There is a wide range of opinion and polarity of opinion about these issues in APA.

APA is doing well financially, but there will be an increase in dues for cost of living.

11. **Other business**

Treasurer's report. George Rebok reported that the D20 balance sheet looks good, and the division is in fairly good shape. Membership is down a bit, both regular and student members, which is of some concern. George recommended a modest increase in dues, of \$2 per person. Motion carried unanimously.

Neil presented a certificate to all officers and committee chairs in appreciation for their work for the Division during his Presidential year.

The meeting was adjourned at 10:03

Council of Representatives Report August, 2006

Submitted by Bob Knight

Norman Anderson reported on staff and convention matters. A key concern for staff is the development of a more user friendly, consistently structured, and searchable website. Work is going on to achieve this with a planned roll out date of December, 2007.

He also reported that advance registrations for the Annual meeting was a bit over 7000, comparable to the SARS affected convention in Toronto and only 2000 lower than the last meeting in New Orleans, which is historically a low attendance meeting. Typically, there are an additional 2000 to 3000 on site registrations.

Council voted to accept the recommendations of the Snowbird Summit to change the Committee on Accreditation to become a much larger Commission on Accreditation with differing representation of constituent groups and a differing operating process than the current CoA.

Council approved proposed changes in the Guidelines and Principles for Accreditation to include "other developed practice areas." The clarifying statements regarding this phrase would appear to allow for specialties recognized by CRSPPP to apply for accreditation.

Council discussed concurrent accreditation of Canadian programs by APA and CPA. This issue had not been expected to be controversial, but in fact elicited considerable debate. Issues raised included indications that not all affected groups in Canada were in agreement with the CPA's support for ending APA accreditation of Canadian programs, that the move would generally be negative with regard to collaboration between Canadian and US psychology, and that some states would have to change licensing laws to continue to allow Canadian psychologists to work in their states. The issue was referred back to the governance boards and committees under the leadership of CoA.

APA budget continues to be in good shape. General trends include a reduction in the percentage of income that comes from member dues, a shift from print publications to electronic publications as revenue sources, and good returns on investment properties. Treasurer and Financial Officer recommended a dues increase (of \$9) and a change in the gradual increase in dues for new members (recent students).

The journal credit will be increased by \$10 to \$55.

The public education program funded by APA was continued for another three years. This has included campaigns on Warning Signs, Resilience, Mind Body, and Healthy Workplace.

Council adopted the report of the Work Group on Psychotropic Medications for Children and Adolescents. I would raise the question of whether Division 20 feels that a similar Work Group on Psychotropic Medications for Older Adults would be desirable.

Council adopted the report and recommendations of the Task Force on Socioeconomic Status and created a continuing Committee on Socioeconomic Status that will report to BAPPI.

APA 2006 PROGRAM REPORT

Submitted by Carolyn Aldwin & Karen Hooker

We've got a great program lined up for New Orleans this year. The preliminary program is posted on the Division 20 website. The theme is "Roadmaps to Successful Aging." We invited three speakers. Elissa Epel will give an address on *The Role of Biostress Markers in Optimal Aging*; Roger Dixon will give one entitled, *An Epidemiological Approach to Cognitive Health in Aging*; and Jacqui Smith's talk will focus on *Optimal Aging: Scenarios for the Young Old and Oldest Old*. In addition, the winner of last year's Distinguished Researcher Award, Margie Gatz, will give a talk entitled, *Show Me the Data: Questioning Conventional Wisdom*, and the Presidential address by Neil Charness is titled, *Intelligent Design for Aging?*

We received 73 proposals for posters & talks, and accepted 67. We grouped these into three poster sessions: Personality, Social Cognition, and Aging; Cognition and Aging; and Health and Clinical Issues in Aging. Kara Lustig and Soo Rim Noh were co-winners of the best student poster.

The student poster award needs to be better organized. There are conflicting instructions in the call (it says students must check box and get letter from adviser), but the handbook just says it's based on the reviewers' ratings. We think it's worth keeping, but we just must be consistent.

We also have several exciting symposia lined up, two of which were invited. One organized by Noel Card and Todd Little will address *Recent Developments in Modeling Dynamic Intraindividual Change*, while the other, organized by Tom Hess, is entitled *Optimal Aging and Cognition: Moderators of Cognitive Change and Decline*. Along with Divisions 41 & 12, we are also participating in a cross-cutting symposium which provides different perspectives on assessing competency in late life. Our graduate student/post-doc representatives, Cory Bolkan and Christie Chung, organized a conversation hour on *Securing a Career in Aging: Post-doctoral and Academic Positions*.

Speaking of graduate students, a symposium entitled, *From Milliseconds to Decades: Linking Brain and Behavior Across the Lifespan*, will be one of the three symposia highlighted at the conference. All of the presenters and both organizers, Nilam Ram and Robert Gaschler, are graduate students, but they have three extremely distinguished discussants, Paul Baltes, Jacque Eccles, and John Nesselrode. Talk about intergenerational perspectives!

Many thanks to Bert Hayslip for organizing a continuing education workshop. Drs. Greg Hinrichsen and Leah Siskin will present a 7 hour workshop on the use of cognitive behavior therapy and interpersonal therapy to treat late-life depression. We would also like to thank all of our reviewers, R. Blieszner, M. Brennan, P. Brennan, G. Caskie, P. Cupertino, D. Danaher-Gilpin, M. Diehl, R. Dutta, N. Garovoy, C. Holahan, L. Miller, D. Morrow, M. Murphy, S. Neupert, N. O'Rourke, A. Revell, & D. Segal, as well as our two graduate students assistants, L. Levaro and P. Meierdiercks.

Finally, Cory and Christie organized a graduate student social for Friday night, and Bob Intrieri organized the social event dinner on Saturday night. Many thanks to everyone for all of their hard work!

Report on Expert Summit on Immigration THEME: “Global Realities: Intersections and Transitions”

Submitted by Silvia Sorensen

In February of this year I attended the Expert Summit on Immigration in San Antonio, Texas, as a representative of Division 20.

The APA sponsored this conference to address issues regarding immigration in more detail and to foster an exchange of ideas on immigration-related research, clinical, and policy issues. Division 20 co-sponsored this event, along with 7 other divisions, the Texas Psychological Association, CODAPAR, SRCD, the Commission on Ethnic Minority Recruitment, Retention and Training (CEMRRAT-2), the APA Insurance Trust, American Orthopsychiatric Association, and the American Board of Professional Psychology.

The overall goals for the conference were:

- Disseminating state-of-the-art clinical and scientific knowledge concerning the adaptation, development, education, health, and mental health, as well as the social impact and contributions, of immigrant and refugee populations;
- Promoting and facilitating psychologists' acquisition of competencies, including relevant cultural knowledge, attitude, and skills in providing services to and conducting research on immigrant and refugee populations;
- Advocating and promoting efforts to increase the availability of and access to educational, health, mental health, and social services for immigrant and refugee populations; and
- Promoting and supporting public policies that recognize and provide for the psychosocial needs of immigrant and refugee populations.

The conferences was attended by about 250 participants. There were three plenary sessions and two breakout sessions as well as a poster session.

Division 20 was assigned two slots in the Poster Session. These were presented by: 1) Yuri Jang, Giyeon Kim and David A. Chiriboga: Determinants of a Sense of Control among Older Korean-American Immigrants; 2) Paula M. Usita: Ambivalent Social Ties and Adult Immigrants' Well-being.

The first keynote address on “Immigration and Diversity: Transforming America in the 21st Century” by Dr. Donald J. Hernandez, Professor in the Department of Sociology at the University at Albany (SUNY), provided an overview of demographic characteristics of immigrants and described some differences in adjustment of first, second, and third generation immigrants in maintaining cultural strengths while assimilating into American culture. He emphasized that the new American majority will “consist of a mosaic of diverse non-white race-ethnic groups from around the world.” This was the most data-based presentation I attended, but it was a bit frustrating that data was only presented, but not interpreted by the speaker.

Dr. Mary Pipher, clinical psychologist, author, and an adjunct clinical professor at the University of Nebraska presented the second keynote address. “The Middle of Everywhere: WorldRefugees Come to Our Town” was a moving description of her experiences attending to immigrants and refugees from all over the world who have resettled in Lincoln, Nebraska. She reflected on the changes psychologists need to make to their traditional approach to psychotherapy when working with immigrants, for example, working with entire families, being sensitive to the effects of torture on refugees ability to tolerate being questioned alone (even if benignly) in a psychologist's office, and acknowledging the difficulty of survival in a difficult social and governmental climate. In response to my question, she also addressed the issues of older immigrants and their difficulties in maintaining their position of authority in the family.

In the final keynote “The Family Dynamics of Immigration” Dr. Carola Suarez-Orozco, Co-Director of Immigration Studies at NYU, reported data from her longitudinal study, which she integrated with a theoretical discussion of the gains, losses, and stresses of immigration, in particular for young families with children.

I attended two breakout sessions: the first, on Immigrant Lesbian and Gay Psychologists, focused primarily on personal reflections on being both an immigrant and a sexual minority, as well as on clinical experiences; the other on Women, Children, and Families focused again primarily on clinical and personal experiences.

I had two general observations at this conference. First, there was almost no mention of older adults in any of the presentations. I made a point of asking the presenters to speak a bit about older immigrants in the Q &A, but clearly this is not a focus in the immigrant research and psychotherapy community. Second, many of the presentations were not based on systematic research. They were focused either on practice issues, philosophical/ theoretical discussions, or personal stories. Despite these points of criticism, I learned quite a bit about immigrant communities during the Expert Summit.

In conclusion, I recommend to other Division 20 members to attend an Expert Summit meeting for several reasons. First, these meetings help to sensitize us to issues of race, class, and immigration status, that we may not consider in our day to day research or clinical endeavors with older adults. Given changing demographics among older adults, however, it will become increasingly important to be educated about these issues. Because a scientific approach to the needs of older adults was not well-covered by the researchers and practitioners at this Expert Summit, members of Division 20 could contribute significantly by proposing scientific program elements to the next Summit. Finally, alerting the practitioners interested in immigration to the needs and contributions of older adults is a worthwhile goal that Division 20 should pursue.

Congratulations

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Retirement Research Foundation Award (Master
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Teaching Tips

Challenges and highlights of having older-than-average students in an Adulthood & Aging class

Submitted by: F. Richard Ferraro, Ph.D.

When I first started teaching the Adulthood and Aging class, I never realized what a great natural resource I have right in the classroom: the older-than-average (OTA) student. If we assume that the average college student is between the ages of 18-22, OTAs can be defined as anyone in their mid-20s and beyond. More likely, they are in their 30s, 40's, 50's and 60's. My view of such OTA's, however, has not always been typical of my thinking about the OTA, however, and I have always been a little gun-shy re: OTA's. This reserve can be traced back to a comment an OTA made once when I was teaching Developmental Psychology several years ago. The topic was childbirth and as I was going over the various stages of childbirth an OTA student raised her hand to ask a question. In previous lectures I had mentioned some personal information to the class (birthplace, family photos, etc.). The question, which I can still remember so vividly, was "If you don't have any children how can you possibly know what childbirth is like?" There was a brief silence (amazing with a 200+ classroom full of students) and all eyes were fixed on me as I fumbled for a witty response. As I usually do, my humorous response was something like "Lady, I don't know how an car engine works either but I can still drive to work". This broke the ice, the class broke up in waves of laughter but I was forever wondering how to deal with these OTA's. I couldn't very well set an age limit for my classes (no one over 45 need not register) or card them at the lecture hall door. And given the sharp increase in the average age of the typical college student in recent years, with more and more of them now considered older than average, I realized there would be more and more of them out there (sounds like a bad B-movie huh?). My response? Take advantage of these people (figuratively, of course) in a way that makes them useful and integral to my classes. This is especially relevant for both my Developmental and Adulthood and Aging classes and I now try to identify and accommodate these individuals. Here are some tips and tried-and-true methods that have worked for me in the past.

1. Don't make too much of a big deal that you have OTA's in your classes (they don't like all the attention), but at the same time don't ignore them either. I consciously try to make an effort the very first class session to chat with them, ask them questions, and make them feel comfortable in my class. Of course, I do that with all my students but I make an effort to make the OTAs feel welcome.
2. Don't ask them how old they are. Rather, ask them their date of birth. In many of my classes I ask for such information on Day 1 and also ask hometown favorite music, etc. Such personal information is invaluable as the semester progresses regarding cohort effects, generation gap issues, retirement, etc. Watch out though. One semester I had a Vietnam Veteran in my class and he had no qualms about showing me his battle scars, which ran parallel to his upper thigh and buttocks!

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National Conference on Training in Professional Geropsychology The Pikes Peak Model

Submitted by Bob G. Knight and Michele J. Karel

The “National Conference on Training in Professional Geropsychology,” was held in Colorado Springs from June 8 through 11th this summer. In this column, we want to share with Division 20 membership a bit of background on the conference, and describe the goals, methods, our experiences at the meeting, and an overview of the conference recommendations, which will be disseminated in greater detail in a variety of forms over the next year or so. In keeping with the tradition of naming such conference after geographical markers, typically the city in which the conferences are held, we are calling the training model that emerges from the conference recommendations the “Pikes Peak Model for Training in Professional Geropsychology.”

Background

This training conference represents an important step in the ongoing development of the field of professional geropsychology. As many of you know, previous conferences (“Older Boulder” in 1981 in Boulder, CO, and “Older Boulder II” in 1992 in Washington DC) helped to define the knowledge base for professional geropsychology practice. The 1992 conference group obtained recognition for clinical geropsychology as a proficiency in professional psychology from APA’s Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) in 1998. In 2003, after over a decade of effort, the Guidelines for Psychological Practice with Older Adults were developed and approved as APA Policy (APA, 2004). In 2004, APA Division 20 and Division 12, Section II (clinical geropsychology) decided to apply for specialty recognition for professional geropsychology. CRSPPP rejected the application, with the primary recommendation that our field needs to specify a training model – i.e., how do we teach psychologists to develop competence for geropsychology practice? And, as has been true in many other fields of professional psychology, a training conference that brings together various experts and stakeholders in the field is a great way to specify a training model. So, through the joint efforts of Division 20 and 12-2, a planning committee was formed and a conference has now been held!

Conference Goals

The mission statement for the conference was: *The National Conference on Training in Professional Geropsychology will develop aspirational educational models at the doctoral, internship, postdoctoral, and post-licensure levels for training psychologists with specialized preparation for providing psychological services to older adults.* From the very beginning of conference planning, the planning committee agreed that we wanted the conference to focus on rich discussions of geropsychology training, unrelated to the issue of specialty recognition. The hope was that conference outcomes will ultimately help training programs to develop or improve

geropsychology training opportunities, and help individual psychologists working with older adults to identify training needs and plan individual training programs.

Conference Planning

A planning committee was formed of both Division 20 and 12-2 representatives. Bob Knight was co-chair representing Division 20, and Michele Karel was co-chair representing 12-2. Other planning committee members were: Debbie Digilio (APA Office on Aging Consultant), Michael Duffy, Barry Edelstein, Deb Frazer, Paula Hartman-Stein, Greg Hinrichsen, Jennifer Manly, Victor Molinari, George Niederehe (Consultant), Sara Qualls, Forrest Scogin, Sue Whitbourne, Toni Zeiss, and Richard Zweig. The group worked in subcommittees to address fundraising, delegate selection, conference agenda, and conference resources.

Fundraising. We were fortunate to have support from multiple organizations. Our major supporters were the Retirement Research Foundation, APA, and APA Division 20. Other supporters included: APA Division 12, Section II; APA Divisions 40 (Neuropsychology), 42 (Independent Practice), and 12 (Clinical); APA Board of Educational Affairs (BEA); APA Committee on Division/APA Relations (CODAPAR), Psychologists in Long Term Care (PLTC); Association of Psychology Postdoctoral and Internship Centers (APPIC); and Council of University Directors of Clinical Psychology (CUDCP).

Delegate selection. We planned to have 50 delegates at this working meeting. In addition to the planning committee, conference delegates included both organizationally-sponsored and at-large delegates. Eight delegates were sponsored by organizations whose interests they represented: APA Divisions 35 (Psychology of Women), 40 (Neuropsychology), 42 (Independent Practice), 44 (Psychological Study of Lesbian, Gay, and Bisexual Issues), and 45 (Psychological Study of Ethnic Minority Issues); APPIC; Council of Counseling Psychology Training Programs (CPTP); and PLTC. In addition, we sought applications for 19 at-large delegate positions and 7 student delegate positions. We received many outstanding applications, and our selection subcommittee chose delegates to ensure adequate diversity across geographical, ethnic, gender, stage-of-career, work setting, and special interest considerations.

Conference agenda. The conference entailed two series of working groups: the first set of groups focused on geropsychology competency domains (aging knowledge and general clinical issues; professional geropsychology functioning; assessment; intervention; consultation; and leadership), and the second set of groups focused on levels of training (graduate, internship, postdoctoral fellowship, and post-licensure training). Each delegate was assigned to one of each of these sets of working groups. On the first day of the conference, competency domain groups met in the morning and level

of training groups met in the afternoon, to “brainstorm” on how we teach the competencies, and what are the goals and methods at each level of training. On the second day, the working groups reconvened to refine their recommendations. On the final morning morning, Bob and Michele summarized emerging themes and recommendations, and Toni Zeiss then facilitated a large group discussion to address reactions and next steps.

Conference resources. The planning committee compiled a list of primary and secondary readings for delegates to review before the meeting. If anyone is interested to see this reading list, please contact Michele Karel at Michele.Karel@va.gov.

Conference Experience

The conference work exceeded our most optimistic fantasies of what might occur during these 2.5 working days. Delegates were clearly excited to be there, and brought tremendous collaborative spirit, seriousness of intent, energy, and creativity to the work. It was truly a **working** meeting; if anyone wanted to explore Colorado Springs, they had to do so before or after the conference! However, the hotel was lovely and the view of Pikes Peak from just outside was beautiful.

Many delegates commented on the inclusive spirit of the meeting – that we were all dedicated to figuring out how we can invite more psychologists to practice competently in this field, rather than being motivated to keep people out of the field. There was an openness to hearing different perspectives and, by and large, a tremendous degree of consensus regarding the core features of geropsychology training. It was very helpful to have delegates representing a range of professional training and diversity concerns, who helped us to broaden our thinking about training in this field. The seven student delegates were active participants whose perspectives were very valuable.

Themes from the Conference Deliberations

Several major themes emerged from conference deliberations, regarding key elements of training to develop competence for geropsychology practice.

Levels of specialized training. The conference wrestled with the dialectical tension between, on the one hand, wanting to assure a supply of trained specialists who can provide competent services to older adults and their families and, on the other hand, our commitment to encouraging larger numbers of practitioners to increase their work with older adults. We recognized that many practitioners will see older adult clients who are similar to their younger adult clients, and we did not see a need for specialized training for this level of practice. Training for geropsychology competence is desirable for newly trained professional psychologists, or for more senior professional psychologists who begin working with older adults later in their careers, who desire to work with older adults for a large part of their practice or who see older adults whose needs differ from those of younger clients. This level was the main focus for this conference. We also spent some time defining a leadership level of expertise for professional geropsychology, which was seen as

representing an ABPP level of clinical expertise and/or a level of expertise acquired by those who would train the competent geropsychologist.

A focus on competencies. One major outcome of the conference was to focus on developing competencies in training, rather than to define specific courses, semester or quarter hours, practicum hours, internship rotations, and other program elements needed for training. This approach puts professional geropsychology in line with current trends in professional training in psychology (Kaslow, 2004; Rodolfa et al., 2005), and provides for flexible pathways to geropsychology competence. A draft list of attitude, knowledge, and skill competencies was presented to the conference delegates. The draft was extensively revised at the meeting, and the planning committee is further polishing the list. The list includes sections on Attitudes, Knowledge Base in Aging, Foundational Skills, Assessment Skills, Intervention Skills, Consultation and Training Skills, and a section on Leadership/Expertise. The competencies list will be disseminated broadly in publications coming from the conference. There are also plans to develop assessment and self-assessment tools that can be used to evaluate one's attainment of geropsychology competence.

Multiple pathways. There was an endorsement of multiple pathways to competence in professional geropsychology, recognizing that trainees enter specialized training programs in professional geropsychology at graduate school, internship, or postdoctoral fellowship levels. The conference attendees agreed that any of these paths is valid, as long as broad competency is attained in the sense spelled out in the list of competencies. In a move that is likely unique among developed training models, the Pikes Peak models also recognize that many professional psychologists working with older adults come to the specialty after formal training and licensure in the practice of psychology. The conference agreed that post-licensure training is an important pathway to working with older adults. Thus, there is a need for extensive development of training resources to include both didactic geropsychology training as well as professional consultation on clinical work with older adults, to allow post-licensure psychologists to attain the same level of competence as would be expected of a new graduate from existing programs for trainees.

Core elements of training. The Pikes Peak Model also pointed to a variety of elements considered central for attaining the competencies, including: didactic training equivalent to that included in a graduate level course in adult development and aging plus a graduate level course in clinical geropsychology; didactic and clinical training by persons who are themselves competent geropsychologists; training experience that include more than one clinical setting; clinical training with a wide variety of older adult clients; clinical experience in working with interdisciplinary teams; a focus on ageism, including personal ageism; cultural competence and awareness of cultural and individual diversity issues as they affect older adults, communities, and care systems; and training that

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Includes both didactic and clinical training, with clinical training including some observation of the trainee/mentee's work (directly or through taping of sessions).

A new training council. One unexpected outcome of the conference grew out of conference delegates' frequent comments about their excitement in getting together and talking about training issues. Many delegates have been trainers in professional geropsychology for a number of years, but remarked that the conference offered the first opportunity to sit down and talk in some detail with persons at other programs, at other levels of training, and across other ways of dividing up specialties (e.g., clinical, counseling, health psychology, neuropsychology). At the end of the conference, this excitement merged with the recognition that there were a number of tasks that would need follow up work (assessment tools to evaluate competencies; program development for post-licensure training, and others), and the thought that it could be strategically valuable to have an organization of training programs that is, like other training councils, separately incorporated and independent of APA.

Dissemination Plans

The conference delegates discussed a wide range of possible "next steps" for this meeting. Certainly, we are planning to publish one or more papers that summarize the training model and conference recommendations. We presented an overview of conference outcomes at an APA symposium in New Orleans. As noted above, other ideas for conference follow up included developing self-assessment and evaluation tools for geropsychology competencies, and possible formation of a Council of Professional Geropsychology Training Programs. At APA in New Orleans, the planning body affirmed its commitment to forming the Council and is working to create the structure for such an organization.

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3. Rely on them frequently re: class discussions of relevant topics and take advantage on what they have to offer. I have found that many OTA's are not shy in the least and are often wanting to contribute (really the anecdote above re: childbirth stages). I have had many OTA's come up and disclose some pertinent information (e.g., I just retired and know a lot about that, or I just turned 65 and can discuss how I have transitioned into this, etc.).
4. Give them some latitude when they speak up or ask questions in class. Many of my OTA's have been out of formal school for many years and may be a bit uncomfortable about dealing with individuals 10-30 years younger than they are (for many it may be like having to deal with their own children).
5. Related to #4 above, attune the class to issues related to OTA's in as subtle a way as possible. I try to do this in the context of ageism. It has been my experience that when an OTA asks a question (and they typically sit front and center and ask a lot of questions) the rest of the class (the more typical college age student) usually roles their eyes and sees their own parents in the class rather than some other OTA. This is a relevant issue, at least for me, as in some previous classes mid-semester and end-of-the-semester comments have sometimes included things related to the output of the OTA students. Sometimes they comments have not been terribly nice ("Tell that old man to shut up!" or "Have that older lady ask these stupid questions after class or during your office hours". Many contemporary college students still think that only 18-22 year olds are in the class (a good starting point re: a discussion about ageism).

Since that initial outburst re: whether I am competent to discuss stages of childbirth despite not having any children, I have come to rely on the OTA student in many of my classes, but especially Adulthood & Aging. They not only offer a unique perspective, they bring to the class information that no textbook can ever bring to the class. It is inevitable that the population of OTA's will steadily increase in our classes and it is now more commonplace for a college or university to allow OTA's in some classes at reduced tuition charges (I have seen these for adults 60 years and older, for instance). Turn this inevitability into a golden opportunity and watch the results. I have informally noticed that the more I involve OTA's in my classes they more non-OTA's perceptions and stereotypes of older adults decreases. This is certainly good news on many levels.

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2007 San Francisco, California
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August 14–17 (Thursday - Sunday)

2009 Toronto, Ontario, Canada
August 13–16 (Thursday - Sunday)

2010 San Diego, California
August 12–15 (Thursday - Sunday)

2014 Washington, DC
August 7–10 (Thursday - Sunday)

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10 for 20

APA Congressional Fellowship Program

The American Psychological Association (APA) invites applications for the 2007-2008 APA CONGRESSIONAL FELLOWSHIP PROGRAM.

PROGRAM: Fellows spend one year working as a special legislative assistant on the staff of a member of Congress or congressional committee. Activities may involve conducting legislative or oversight work, assisting in congressional hearings and debates, and preparing briefs and writing speeches. Fellows also attend an eight-day orientation program on congressional and executive branch operations, which includes guidance in the congressional placement process and a year-long seminar series on science and public policy issues. These aspects of the program are administered by the American Association for the Advancement of Science for the APA fellows and those sponsored by over two dozen other professional societies.

PURPOSE: To provide psychologists with an invaluable public policy learning experience, to contribute to the more effective use of psychological knowledge in government and to broaden awareness about the value of psychology-government interaction among psychologists within the federal government.

CRITERIA: A prospective Fellow must demonstrate competence in scientific and/or professional psychology. Fellows must also demonstrate sensitivity toward policy issues and have a strong interest in applying psychological knowledge to the solution of societal problems. Fellows must be able to work quickly and communicate effectively on a wide variety of topics, and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, a Member of APA, and have a doctorate in psychology or related field, with a minimum of two years of experience post-doctorate preferred. An applicant must be a U.S. Citizen.

APPLICATION: For more information about the application process, please contact the APA Public Policy Office at (202) 336-6062 or ppo@apa.org or visit the APA public policy Web site at www.apa.org/ppo/fellows.

Adult Development and Aging News

Division 20, American Psychological Association

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