

# Adult Development & Aging News

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## 20 DIVISION

### President's Message

As I write this column, it is the first week of classes at Georgia Tech, and I am freshly back from the APA convention in San Francisco. And I'm just starting in my role as President of Division 20. I wanted to take this opportunity to thank you, the membership, for giving me the chance to serve in this capacity. Having closely collaborated with **Liz Stine-Morrow** over the last year, I can say that I am amazed and a bit daunted by the number of things a division president is asked to do these days. Liz has truly done a wonderful job for the Division this past year, and we all owe her many thanks for her efforts. Part of her task has been to keep me in the loop, filling me in on things I'll need to attend to, and so forth. So I can certainly say for myself: thanks, Liz for all you've done to help me get ready! If I fall down on the job, Liz bears no responsibility for it. **Liz Zelinski** is our new incoming president (heartly congratulations to my fellow Trojan and graduate school classmate!), and I hope I can be as helpful to president-elect Liz as former president Liz was to me.

#### Division 20 Governance

I preside over a stellar group of people serving the Division in a variety of capacities. **Joan McDowd** continues serving as our Secretary and **Scott Hofer** continues as Treasurer. I'm fortunate to have these two experienced officers in place to assist with managing Division 20 this year. We also have a number of committees and subcommittees that do

much of the work for the Division. A number of our positions and committee rosters don't roll over (thankfully) on an annual basis. For instance, **Jennifer Margrett** and **Grace Caskie** will be managing this newsletter. If you're reading this column, that's just one sign that they've continued to do an excellent job. Including sending me discreet reminders about the deadline to submit this column!

One of the things that makes being President of Division 20 a lot easier than it could be is the well-established system that's in place to structure our activities. Some of this structure derives from the APA Central Office. As I was writing this column I received a "welcome message" from Keith Cooke at APA's membership office, informing me of the ways in which his office will report to me about our membership figures. As President-elect I attended an organizational breakfast to teach me about APA, and attended a workshop last winter sponsored by APA's Committee on Division-APA Relations (CODAPAR) designed to inform us about what presidents do and how we should prepare for being division presidents. These examples show that APA makes major efforts to assist divisions manage their affairs competently and effectively.



**Christopher Hertzog**  
Division 20 President

However, much of the structure in place for governing Division 20 reflects the collective efforts of a number of people in Division 20 over a number of years. For example, we now have a current set of bylaws and procedures in place (and available for you to see on our website) that accurately and comprehensively describe how we are to go about doing our business. We also have a handbook that describes some of the basic functions of the officers and committees of the division. Updating this information and bringing the bylaws and handbook into complete agreement was a long and tedious task that took more than a year to implement. It started when **Jane Berry** was secretary and carried over into recent times under Joan McDowd. Division 20 has a well-established structure for the Executive Committee and our standing committees – which essentially run the Division – and it has already made

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Your Newsletter editors must use the addresses that APA provides.

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my life easier. Informal traditions and procedures augment the bylaws, to our benefit. For instance, the tradition has evolved of late of encouraging individuals to serve for a year as a committee co-chair before taking over as chair. The practical benefit for me is that the president's task of recruiting a new co-chair is probably easier than recruiting a chair, because the person knows they get a year to learn the ropes before being in the main leadership position. The advantage for us as members is precisely that we get someone chairing a committee who understands the committee's charges and activities. But more generally, many of the individuals who serve the Division in some capacity through the E.C. and standing committees have experience and knowledge about how things function and operate.

As I write this column, I'm still in the process of finishing off the appointments for this year. But I'm happy to tell you about several of them.

**Brent Small** is rotating into the Chair of our Awards Committee, and I'm pleased to announce that **Becca Levy** has agreed to serve as his co-chair. She is slated to be the Awards Chair in 2008-9. The co-chair assists primarily with managing the review of nominations for student awards (e.g., the dissertation award); the chair has primary responsibility for our major awards, including the research achievement award, master mentor award, and so on.

I'm also pleased to announce that **Mara Mather** and **Derek Isaacowitz** have agreed to serve as chair and co-chair of the 2008 APA Program for Division 20.

Mara and Derek will be in charge of inviting a few speakers, evaluating submitted posters and symposia, and interfacing with APA to set up the formal program. They also manage the social event in Boston. If you have specific ideas for the social event (last time we were in Boston it was a Duck Tour – those of you who don't know Boston can only imagine what that might have been!), please contact Mara and/or Derek.

**Sue Whitbourne** has agreed to stay on as Fellowship Chair. Sue did a marvelous job this year in identifying fellows of other divisions who logically could have fellowship status in our division, and she also shepherded a slate of new fellow candidates through the APA selection process. If you would like to self-nominate for fellowship status, feel free to contact Sue. Don't be shy! She can provide honest and discreet feedback about whether your credentials merit going up for fellow status at this time.

**Joe Gaugler** has agreed to stay on as our Membership Chair. Joe has come up with some interesting ideas for increasing our membership which you'll be hearing more about in the near future. I welcome his interest in this problem and his motivation to tackle it.

**Kristi Multhaup** will be taking over as chair of the Education Committee, rotating in from having been co-chair. I'm also pleased to announce that **Alison Chasteen** has agreed to serve as

co-chair for this committee.

**Ron Spiro** is stepping down as Elections Chair – his line was that he "couldn't get anyone to talk to him any more." Having done that job myself, I know what he is joking about. You can hear the prospective candidate squirming well before you hear their response, even over the telephone. Certainly, we owe Ron many thanks for a job well done these past years. **Jane Berry** has agreed to take over as Chair of this committee (she was a committee member before), and that **George Rebok** will be joining her as co-chair. I'm confident they will help us produce a stellar slate of candidates for next year's election. If you are contacted by Jane or George or someone else from the Elections Committee, please give serious consideration to running for a Division office. We'll be electing a President, a Secretary, a Council Representative, and 2 Members at Large in the 2008 cycle. We need capable people to step up and fill these roles!

I'm still working to constitute a Continuing Education committee. I'll fill you in on that committee in my next column.

Finally, **Michael Marsiske** has devoted himself to managing the Division 20 web site for fully 12 years now. We may need to create a new longevity award in his honor. But in the interim, while he's still a bit short of Cal Ripken's record, I'm delighted that **Lise Abrams** has agreed to assist Michael by managing the email listserv.

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## Division 20 Award Winners

Submitted by Forrest Scogin

Division 20 is grateful to the Retirement Research Foundation (RRF), the Paul B. and Margret M. Baltes Foundation, and the Springer Publishing Company for its generous support of our awards program. We are delighted to announce the recipients of the 2007 awards:

### **Baltes Distinguished Research Achievement Award**

Leah L. Light, PhD

### **RRF — M. Powell Lawton Award for Distinguished Contributions in Applied Gerontology**

Bob Knight, PhD

### **Developmental Health Award**

Ilene Siegler, PhD

### **RRF Master Mentor Award**

Cynthia Berg, PhD

### **RRF Mentor Award**

Lise Abrams, PhD

### **Springer Early Career Achievement Award in Adult Development and Aging**

Cindy Lustig, PhD

### **RRF Dissertation Award**

Karen Rodrigue, PhD

### **RRF Undergraduate Award for Completed Research**

Recipient: Ying-Kit Kim, BSS

Title: Age differences in forgiveness: The role of future time perspective

Institution: City University of Hong Kong

Mentor: Sheung-Tak Cheng, PhD

### **RRF Master's Award for Proposed Research**

Recipient: Tara Licciardello, BA

Title: Examining the effects of conscious and unconscious thought on older adults' decision-making processes

Institution: North Carolina State University

Mentor: Tom Hess, PhD

### **RRF Master's Award for Completed Research**

Recipient: Brooke Schneider, MA

Title: Pathways to disability in urban black elders: The roles of executive functioning and physical performance

Institution: Wayne State University

Mentor: Peter Lichtenberg, PhD

### **RRF Doctoral Award for Proposed Research**

Recipient: Dannie Yeung, MPhil

Title: The aging workforce: How do older Chinese workers adapt to age-related declines?

Institution: The Chinese University of Hong Kong

Mentor: Helene Fung, PhD

### **RRF Doctoral Award for Completed Research**

Recipient: Chiung-ju Liu, PhD

Title: Comprehension of health-related written materials by older adults

Institution: Boston University; completed at the University of Kansas

Mentor: Susan Kemper, PhD

### **RRF Post-doctoral Award for Proposed Research**

Recipient: Cory Bolkan, PhD

Title: Perceptions of depression and health outcomes in older and younger primary care patients

Institution: University of Washington

Mentor: Ed Chaney, PhD

### **RRF Post-doctoral Award for Completed Research**

Recipient: Atsunobu Suzuki, PhD

Title: Mellowing social cognition? Aging relieves the sensitivity to anger in others

Institution: University of Illinois at Urbana-Champaign

Mentor: Denise Park, PhD

### **Outstanding Student Poster Award**

Recipient: Jennifer Lodi-Smith, M.A.

Title: Impact of social investments on personality and health throughout adulthood

Institution: University of Illinois at Urbana-Champaign

Mentor: Brent Roberts, Ph.D.

## Minutes of APA Division 20 Executive Committee Meeting

San Francisco, CA --- August 19, 2007

Submitted by Joan McDowd

**NOTE:** *These minutes are pending final approval.*

Members present: Norman Abeles, Cory Bolkan, Neil Charness, Joe Gaugler, Chris Hertzog, Scott Hofer, Bob Knight, Joan McDowd, Lisa Miller, Jeanine Parisi, Forrest Scogin, Matthew Shake, Avron Spiro, Harvey Sterns, Elizabeth Stine-Morrow, Judith Sugar, Robin West, Susan Whitbourne, Elizabeth Zelinski

President Elizabeth Stine-Morrow called the meeting to order at 8:05 am.

**A. Report on highlights from APA Council (Bob Knight):** APA Council voted to recommend 4 new seats on Council for representatives from existing minority psychology groups. These groups now have non-voting seats on council; this change would give votes to these members. This change requires a change in by-laws which will be presented to the APA membership for a vote.

APA has suggested model state law language for psychologists with prescription privileges. In this new model language it was proposed that prescribing psychologists be called medical psychologists. Some controversy exists about whether this title is already taken, by health psychologists. Bob moved that we support Division 38's position to reserve the title medical psychologist for health psychologists and not prescribing psychologists. The Executive Committee agreed.

The issue of psychologists' role in torture continues to get media attention. APA Council reiterated their stand that psychologists do not advocate or participate in torture. However, some groups within the Association who take the extreme view that psychologists should not be working in any place where prisoners are being held and may possibly be exposed to torture. Other groups have developed a more nuanced position. The issue is scheduled to be discussed at another Council meeting later today.

APA is running in the red on an annual basis, but is in good financial health because of its investments.

Plans are in the works for a significant overhaul of the APA web site to improve its function and make it more user-friendly.

**B. Endorsement for APA Presidential candidates:** The Executive Committee discussed whether to endorse one of the candidates for president. There was some discussion about whether endorsements are a good idea, and the consensus was that endorsing a candidate could significantly benefit the Division.

Liz Stine-Morrow suggested that the candidate's statements be circulated to the members of the EC. After reviewing them, the EC members would then vote on whether the EC would endorse someone, and who that would be. A vote was taken on this motion, and the motion was passed.

**C. Membership (Joe Gaugler):** The membership committee is actively working on new ideas to boost Division membership. These ideas are summarized in the membership report; the complete report can be found on the Division web site. Joe solicited additional ideas or suggestions to help with membership. He reported going to the new members meeting to get ideas about what other divisions are doing, and picked up a variety of materials including division brochures. He plans to begin work on revision the D20 brochure.

Liz Stine-Morrow expressed appreciation to Joe and his committee for all their work.

**D. Fellowship (Susan Whitbourne):** Five D20 members were put forth as Division Fellows. All 5 got initial approval and will receive final consideration later today.

Liz Stine-Morrow recognized Sue for having done a lot of work preparing materials to nominate these five fellows.

**E. Geropsychology Training Council update (Bob Knight):** Bob announced that the training council, now known as the Council Of Geropsychology Training Programs (COGTP) has been incorporated and received IRS 501.3C status.

The idea was suggested to collaborate with the D20 continuing education committee to plan activities related to COGTP; this collaboration will be considered for future activities.

**F. APA's Practice Directorate: (Elizabeth Winkeman and Diane Pedulla):** Representatives of the Practice Directorate reported on their recent activities, which fall into four main categories: legislative, legal & regulatory, marketplace, and public education. For example they are working to prevent additional medicare cuts and to support mental health parity; they represent psychology in shaping pay for performance initiatives; and they are working on a "mind, body, health, and stress" public education program.

Liz Stine-Morrow asked whether the practice directorate had any plans to work with APA President Brehm on the integrated health care project.

Elizabeth Winkelman responded that there are currently no specific plans, but the Brehm plan isn't out yet. The Practice Directorate will respond when the report comes out, and would value D20's input at that time.

**G. Treasurer (Scott Hofer):** Scott reported that income from membership dues is stable relative to last year, and that the Division's budget is in good shape.

Scott also reminded the EC that the Division had been holding funds related to the National Conference on Training in Professional Geropsychology. Scott indicated that the D20 finance committee recommended that remaining Training Conference funds be transferred to the new Council of Professional Geropsychology Training Programs (COPGTP). There was unanimous agreement to transfer the remainder of the conference funds to the COPGTP organization.

Scott raised the issue of travel support for EC meeting, asking whether the amount budgeted for this purpose should be increased. Neil then raised the issue of travel support for awardees, which can be a problem in some cases. Travel support for Division liaisons was also noted as a worthy expense. Robin West indicated that guidelines need to be developed for who is awarded the travel money and how this should be allotted over the budget year. Proposal was made to increase travel support to \$3000 dollars to support EC travel. The proposal was approved unanimously. Scott will keep track of how the money is spent so D20 can reevaluate the use of funds.

Scott also proposed that we include a budget line item to support travel for the student EC members. Scott proposed that we budget for \$2000 per year. The proposal was approved unanimously.

Scott proposed that 500 be allotted to support clerical support for the Program chair. The proposal was unanimously approved.

It was suggested that we start thinking about alternate sources of income for the Division awards.

**H. Program (Lisa Miller & Brent Roberts):** The full program report was circulated in written form can be found on the D20 web site.

Lisa proposed that invited speakers be invited to attend our social D20 event free of charge. The proposal was approved unanimously.

**I. Elections (Ron Spiro):** Ron reported the election results: Elizabeth Zelinski is the President-Elect, Susan Charles and Becca Levy are new Members-at-Large, and Norm Abeles is the new APA Council Representative.

Ron thanked his committee for their assistance in the elections process.

**J. Education:** A written report was submitted by Ric Ferraro; that report will be available with the minutes when they are posted on the D20 web page.

**K. Proposal to Encourage Dialogue between Divisions 7 (Developmental) and 20 (Adult Development and Aging) to Further Psychological Science (Hertzog):** Chris H. proposed putting together a plan to create a structured dialog in specific topical areas to produce an article for the newsletter that takes a lifespan perspective. Liz Z. mentioned that Council will be considering an increase in funding for these inter divisional activities. Chris is working on a CODAPAR proposal to support this activity. The EC voiced its support for the interdivisional activities.

**L. APA Office on Aging / Committee on Aging (Deborah DiGilio, Rosemary Blieszner):** The complete report from the Office on Aging is available in the Executive Committee minutes posted on the D20 web site. Highlights include: Debbie DiGilio is now the chair of the National Coalition on Mental Health and Aging. This position gives her the opportunity to get the word out on psychology's presence and role.

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## APA Presidential Candidates Comment on Adult Development and Aging

Elizabeth Stine-Morrow posed the following questions to all APA presidential candidates. Candidate responses are reprinted below.

(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) Could you briefly explain any way in which aging is part of your platform or agenda for your presidential year?

### James H. Bray

(1) I have been involved with Division 20 in several ways, although I am not a member. First, I was a member of Norm Abeles' presidential initiative task force on adult aging. As chair of the Rural Health Task Force and Committee, I worked with Norm to ensure that adult aging issues were addressed for rural Americans. I participated in a presentation at the APA convention on family issues in adult aging. Second, I worked with members of Division 20 on the APA Primary Care Task Force to insure that we addressed the needs of aging adults. Our primary contact was William Haley. Dr. Haley, myself, and others published a paper on working in primary care, and we co-presented several workshops at APA conventions on primary care and geriatric issues. As president, I will continue to support these issues and welcome this Division's advice and council.

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

(3) Yes, it is. **Science Issues.** It is time to expand funding for psychological science and research on aging as the percentage of our population lives longer. Over 50% of health problems are caused by psychosocial and life-style factors, yet less than 7% of the National Institutes of Health budget is spent on research in these areas. The NIH budget has been doubled over the past several years. It is a critical time to increase the percentage of the NIH budget for psychological science and research on aging.

**Practice Issues.** It is time to expand psychological practice in primary health care settings and enhance our prevention services and interventions. The vast majority of mental and behavioral health problems are treated by medical providers without the assistance of psychologists. Research indicates that over 50% of major health problems (diabetes, heart disease, obesity) are due to psychosocial and lifestyle problems, yet these issues are not effectively addressed by the medical profession. Most of these problems have their greatest impact on the elderly. Psychologists can provide solutions to effectively prevent and treat the major health problems of our nation. I will help APA develop new relationships with our primary healthcare colleagues, working together to solve the pressing healthcare problems of our nation.

See <http://www.bcm.tmc.edu/familymed/jbray> for more information about my candidacy.

## Carol D. Goodheart

(1) I am a long standing supporter of the Divisions as a Fellow of APA and fellow/member of six Divisions, but have not been formally affiliated with Division 20 because it is not my major specialty. However, as you will see below, addressing the psychological implications of aging has been an integral part of my career.

(2) My practice, publications, and service are based on a life span approach that is closely allied with the interests of many Division 20 members.

- I specialize in treating people with medical diseases and disabilities, who range in age from 10 to 90 years old. I worked for the inclusion of psychologists in the Medicare system many years ago and remain a Medicare provider, at a time when many other psychologists have resigned from the system. Medicare is the major means of access to quality care for people over 65 and for those who are disabled.
- My publications incorporate a developmental approach also. The *Handbook of Girls' and Women's Psychological Health: Gender and Well-Being Across the Life Span* (Oxford University Press, 2006) devotes a significant section of the book to older adults. My first book, *Treating People with Chronic Disease: A Psychological Guide* (APA Books, 1997), discusses examples of how diseases that occur as a part of the aging process create special psychological issues. Similarly, my work on health disparities, *The Impact of Health Disparities on Cancer Caregivers* (chapter in press for Oxford University Press) integrates issues of aging.
- Here are two examples of my service to psychology and to the public that address issues of aging.
  - Chair, 2005 APA Presidential Initiative Task Force on Evidence-Based Practice. The policy adopted by APA and its accompanying report explicitly reference the importance of ensuring that interventions are tailored to the needs of older adults.
  - Member, New Jersey Breast and Cervical Cancer Control Coalition. This federally financed initiative for implementation in the states is a program to identify underserved women and provide screening. The women served are poor, immigrants, and/or older adults.

(3) My interests as a leader in APA lie in bringing people together to accomplish common goals and advance our discipline. I will integrate a life span approach into all relevant aspects of my presidential term. **Therefore, I will be looking to Division 20 to provide ideas and input into my agenda.**

I ask for your # 1 vote. Please visit my website for more information about my platform and leadership experience: <http://www.CarolGoodheartForAPAPresident.com>

## Margaret Heldring

As a member and now chair of APA's board for the Advancement of Psychology in the Public Interest (BAPPI), I served as BAPPI liaison to CONA for two years. I believe I was very lucky. I received a wonderful education in aging issues, met delightful people, and was honored to advocate for CONA's issues to my colleagues on BAPPI and to the APA Board of Directors.

However, my work in this field precedes this service. As the Senior Health Advisor to former U.S. Senator Paul Wellstone, I staffed the Senate Subcommittee on Aging for him. In particular, I worked on a briefing that addressed suicide among the elderly. I assisted Sen. Wellstone in developing a strategy to oppose not-so-subtle efforts to privatize Medicare in the 1997 Budget Reconciliation Act.

As director of health policy for a U.S. presidential campaign in 2000, I assembled and led a team that designed an excellent prescription drug benefit for Medicare.

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**Margaret Heldring (continued from page 7)**

Until 2006, I served as co chair of former first lady Rosalynn Carter's National Report Card on Caregiving in America. I represented this initiative in several presentations to federal agencies such as the Department of Health and Human Services and to many professional and consumer groups.

As a teacher in primary care, I have always emphasized the importance of mental health issues among the elderly. I am delighted that APA president Sharon Brehm has focused on integrative care for an aging population.

I want psychology to take the lead in reframing the "retirement years" and work with groups such as the Longevity Foundation. I have no specific presidential themes yet, but I think my past history may be predictive!

Thank you for this opportunity to share my interests.

**Ronald H. Rozensky**

(1) Division 20 serves as a model within APA because it so fully demonstrates the integration of a strong focus on research interests in aging, a commitment to education & training, and clinical practice and practice-relevant research. Division 20 is also a model for collaboration, most notably in the long-standing partnership with Section II of Division 12 on issues of geropsychology and professional credentialing. Because of my leadership roles on APA's Board of Educational Affairs and Board of Professional Affairs, geropsychology has been a place where I have interacted most with Division 20.

While I am not currently a member of the Division, I have felt closely connected with the Division for some time. I served as an active member of the working group from Division 20 (and Section II of Division 12, led by Dr. George Niederehe) that helped prepare the final draft of the "Guidelines for Psychological Practice with Older Adults" (<http://www.apa.org/practice/adult.pdf>) and then helped to advocate for their passage through the APA Council of Representatives. Similarly, as a member of the APA Board of Directors, I met with APA's Committee on Aging during their discussion of training in geropsychology and encouraged them to seek funding from APA to help support the "National Conference on Training in Professional Geropsychology" (which occurred in June 2006 in Colorado Springs) Indeed, closer to home, as departmental chairperson, I provided encouragement and time for one of my department faculty, Dr. Christina McCrae, to attend that important meeting. I am particularly interested in the Conference's focus on developing "competencies in training in geropsychology" rather than being hidebound to outmoded models of counting hours, cases, or courses. So, while not a formal card-carrying member, I have been very involved in two important events for the community of scholars - practitioners in aging during recent years. Further, I am supportive of the interest of APA's Committee on Aging in moving forward to address issues of cultural diversity in geropsychology.

(2) **Scholarly Interest:** I have published five textbooks on health psychology including *Health Psychology through the Life Span* and *Psychology Builds a Healthy World*; each of the five had key chapters on various aspects of aging and, in the edited texts, several well known scholars from the Division were contributors. I was the founding editor of *The Journal of Clinical Psychology in Medical Settings* and served as editor for 13 years. The Journal published peer reviewed research articles with clinical applicability and focused on many topics with direct implications for the older adult population including chronic illness, disability, and the most prevalent diseases of older adults including cardiac diseases, cancer, and neurological disorders. I feel strongly that the Journal, and my tenure as its editor, greatly contributed to the applied scientific field of health care and the lifespan.

**Academic Interest:** I think that there is no better illustration of my support of the study of lifespan, and research and clinical service with older adults, better than in my work as a departmental administrator. As chairperson of the Department of Clinical and Health Psychology at the University of Florida for over eight years, I helped to build the Geropsychology focus within the Department. That support began by hiring excellent, new departmental faculty with expertise in Geropsychology and aging while supporting senior faculty as they built or broadened their research portfolio in aging. Newly hired faculty to the department during my tenure as chairperson include Drs. Michael Marsiske, Christina McCrae, Dawn Bowers, William Perlstein, and Catherine Price, whose research interests include cognitive interventions & everyday cognitive functioning in older adults,

sleep interventions for older adults, cognitive & emotional changes in aging adults with Parkinson's Disease, age-related changes in cognitive control/executive function, post-operative cognitive dysfunction in late life and neuroimaging of white matter abnormalities in the aging brain. Senior faculty in the department, Drs. Russell Bauer (immediate past President of Division 40), Bruce Crosson, Michael Perri, and Michael Robinson respectively study hippocampal/memory aging & preclinical detection of Alzheimer's Disease, language function & language rehabilitation in older adults post-stroke, and obesity, pain and aging. This is a rather rich portfolio of research, clinical services and wonderful training opportunities for our students, interns, and postdoctoral fellows.

As chairperson I also supported, with faculty time, laboratory space, staff resources, funding for trainees, and the preparation time and then administrative time needed to manage an NIA-funded T32 predoctoral training grant in aging once it was awarded. The grant became a keystone in the University's Network for Biobehavioral and Social Research and Training in Aging (a new trans-college initiative to promote aging research that I helped plan and support). This network is a wonderful vehicle for expanding the cohort of students focused on issues surrounding the lives of older adults. Further, I encouraged departmental faculty to provide coursework such as "Very Late Life," "Clinical Psychology of the Older Adult," and "Neuropsychology of Later Adulthood." As a clinical supervisor myself, I offer a practicum to our students in general health psychology with large numbers of older adult patients across many medical and co-morbid psychological conditions.

**Service:** In clinical practice for over twenty years, I treated families and individuals across the life span. This included clinical work on the Rehabilitation Unit of the Evanston Hospital, near Chicago, and within various other medical and surgical clinics and specialties. As part of my national service commitments, I have been a long time member of the board of directors and advisor to the Simon Foundation for Continence, <[www.simonfoundation.org](http://www.simonfoundation.org)> and have written and spoken on the psychological issues surrounding adult urinary incontinence.

(3) One of my presidential initiatives will focus on psychology's role in health policy and public health <[www.rozenskyforapresident.com/FutureTaskForce.com](http://www.rozenskyforapresident.com/FutureTaskForce.com)>. It is clear to me that issues of aging and health promotion and disease prevention across the lifespan are key to any scientific or serve activities of psychology. Psychology needs to advocate for enhanced funding to make certain that psychologists receive research training in population-based as well as individual issues in health and disease and that our discipline is prepared to take a leadership role in providing treatment services across communities as well as with individuals. The taskforce appointed to carry out this initiative will have individuals on it who are knowledgeable about, and sensitive to issues of lifespan, aging, and public health. Further, in other documents supporting my presidency, I have identified geropsychology as one of the areas of growth in psychology's future and will continue to advocate for education, training, research funding, and clinical reimbursement for services to that cohort of citizens and patient group.

### **Frankie Y. Wong**

(1) My research and service have addressed Maternal and Child Health, Substance Abuse (especially Tobacco), and HIV/AIDS among ethnic minority, immigrant and refugee, and gay male populations and so have not lead me to become a member of Division 20 or to participate in activities of the division.

(2) As our understanding of HIV has moved toward the view that it is a chronic illness, I have developed an interest in the adult development issues raised by aging with HIV. I am currently supervising a student who is preparing a manuscript for peer-reviewed publication addressing HIV Risk Among Older Adults. This work is being supported by a NIDA Summer Research Fellowship.

(3) My platform has three principal elements: Advancing Global Psychology, Protecting Scientific Integrity, and Promoting Authentic Inclusion. This campaign has been a learning process for me. My view of APA, both its strengths and its needs, has been broadened, as has my sense of the range of issues that it is both possible and necessary for me to consider. Thinking about these questions has made me realize that aging has to be central to promoting inclusion and that, as this is not my area of expertise, I will have to involve those who are experts in planning and fulfilling that initiative.

# APA Council of Representatives Report

Submitted by Bob Knight

CEO Report: Membership is aging: 58% > 55, only 18% < 40 years old. Younger members are more likely to feel disenfranchised. Financial picture is strong overall, but currently running annual deficit budgets. There is a major effort underway to rebuild the APA web site and make it much more user friendly. Some of our net assets were allocated to this \$7 million+ project.

Jack McKay, APA Chief Financial Officer, is retiring this year. His contributions to the association were recognized warmly at the Council meeting.

By law amendments were passed by Council and will be sent out for vote by the membership. These included option for voting by e-mail and also the addition of 4 seats to Council that will represent the associations of ethnic minority psychologists.

Florence Denmark, former president of APA and current member of the Committee on Aging, received a major award in recognition of her many contributions to APA, including her advocacy for older adults within APA and globally through work with relevant United Nations committees.

One issue of concern to Division 20 was the inclusion of language in the revisions of the model state legislation for prescription privileges for psychologists that seemed to endorse the use of the title "medical psychologist" for prescribing psychologists. Division 38 (Health Psychology) argued against this, pointing out that medical psychology has been used for decades by some health psychologists around the US and throughout the world. Division 20 executive board did vote to support 38 on this issue. Between the two sessions of Council at this annual meeting, Division 38 and the practice groups came to a compromise that makes clear that APA does not endorse any particular title for prescribing psychologists.

The most controversial issue before Council dealt with the question of whether APA should adopt the policy position that psychologists should not practice in settings where detainees have no legal protections and where torture and other degrading treatment during interrogation is occurring. Contrary to media portrayals and to some of the demonstrations at the annual meeting, APA has long had a clear policy against participation in torture. The tension within Council was largely between those who oppose psychologists' participation in such settings as a way to clearly protest the abuse of military detainees and others (especially psychologists who work in the military) who argue that the presence of psychologists in such settings provides additional protection for the detainees being interrogated. A compromise motion was worked out during the meeting that reiterated APA's opposition to torture and further specified what interrogation methods are prohibited and resolved that APA will advocate with the federal government to clearly oppose such policies and action. This motion was adopted by Council, following considerable discussion and rejection of a few amendments.

## WELCOME NEW MEMBERS!

Submitted by Joe Gaugler

### Members

Padmini Banerjee  
Nadine L. Bartsch  
Kimberly Carter  
Julia R. Fitzgerald Smith  
Paul G. Hartman  
Alan E. Kazdin  
Leonard S. Levitz  
Cindy A. Lustig  
Marian Matthaey  
LoAnn K. Twedt

### Student Affiliates

Frances Aranda  
Carisa I. Authier  
Xuefei Gao  
Marcy L. Johnson  
Wenjing Wang  
Jen D. Wong

# Division 20 Executive Board 2007 - 2008

Submitted by Joan McDowd

## President

Christopher Hertzog

## President-Elect

Elizabeth Zelinski

## Past President

Elizabeth A. L. Stine-Morrow

## Secretary (2005-2008)

Joan McDowd

## Treasurer (2006-2009)

Scott Hofer

## Council Representatives

Bob G. Knight  
Norman Abeles

## Members-at-Large (2005-2008)

Robin Lea West  
Brent J. Small

## Members-at-Large (2006-2009)

Sara J. Czaja  
Karen L. Fingerman

## Members-at-Large (2007-2010)

Becca Levy  
Susan Charles

## Program Chairs (2007-2008)

Mara Mather  
Derek Isaacowitz

## Elections

Jane Berry  
George W. Rebok

## Membership

Joseph E. Gaugler

## Fellowship

Susan Krauss Whitbourne

## Continuing Education

TBA (Chair)  
Shevaun D. Neupert (Co-Chair)

## Education

Kristi Multhaup (Chair)  
Allison Chasteen (Co-Chair)

## Newsletter Editors

Jennifer A. Margrett  
Grace I. L. Caskie

## Division Historian

Harvey Sterns

## Webmaster/Listserv Managers

Michael Marsiske  
Lise Abrams

## Awards

Brent J. Small  
Becca Levy (Co-Chair)

**Distinguished & Young Investigator Awards** (President, Past President, President-Elect)

## APA Committee on Aging (CONA) Liaison

Rosemary Blieszner (until 12-31-07)  
**Peter Lichtenberg (beginning 1-1-08)**

## APA Education Directorate Liaison

T.J. McCallum

## APA Science Directorate Liaison

Lenore Szuchman

## APA Committee on International Relations Liaison

TBA

## APA Committee on Women in Psychology Liaison

Sara J. Czaja

## APA Diversity Task Force Liaison

TBA

## Graduate Student Representatives (2007-2008)

Starlette Sinclair

## Post-doctoral Representative (2007-2008)

Daniela Jopp

Note: Contact information for members of the Executive Board is available on the division website.

## Teaching Tips

Submitted by Kristi S. Multhaup, Chair, APA Division 20 Education Committee

My name is Kristi, and I am a card-carrying nerd. As such, I enjoy thinking about the strengths and weaknesses of different research designs and the elegance with which the appropriate design can help a researcher answer an interesting question. Most of my students, however, are closet nerds, at best, and they typically approach the week we spend in Psychology of Aging covering the basics of research design as if it were as dry as the Sahara. I can't claim that I now leave them clamoring for more, but several exercises have increased students' appreciation for the importance of understanding research methods (beyond the fact they'll be tested on it).

I now begin the research methods week with a brief class discussion of Donald Hebb's (1978) *Psychology Today* article "On Watching Myself Get Old". In a conversational style, Hebb reports how distressing it was to experience his first "memory blackout" when he read a paper he thought was new but then discovered a note in his own handwriting on the back of a page. Hebb reports his strategies for coping with memory problems (e.g., taking breaks, putting objects near a door to remember to take them) and then outlines three additional age-related changes he observed in himself: declines in word-finding ability, increased difficulty getting irrelevant information out of his mind, and a declining interest in intellectual challenges.

Students find the article accessible and engaging so it is a good assignment early in the semester (I use it in the second week). A bonus is that I can introduce subsequent course material with reference back to Hebb's comments (e.g., introducing Hasher and Zacks' inhibitory breakdown view by reminding students of Hebb's difficulty getting tunes out of his head). After we have covered Hebb's observations and students' responses, I highlight what an outstanding scientist Hebb was and then ask students whether we should take Hebb's careful observations as a good description of the aging process. Students are typically quick to say "no", and then the heart of the teaching begins. I ask students to explain their responses, often following their point (e.g., he's only one person) with "Why does that matter?" Once an important principle comes out (e.g., generalizability), and it often takes students several tries to articulate the idea clearly, I ask for another reason why students said "no", and the process repeats. By the end of the conversation, students have talked themselves into the need to test relatively large numbers of people, the need for research participants to be unaware of hypotheses, and the general need to use careful research methods.

At that point, I begin my lectures about concepts such as sampling and research designs. These lectures contain a number of interactive exercises. For example, after explaining the basic cross-sectional, longitudinal, and time-lag designs, students create a table like many textbooks use with columns for research design, what each design measures, what source of variance is held constant in each design, and which sources of variance are confounded in each design. After giving students time to fill in the last two columns on their own, for each of the designs I ask the class what is confounded (e.g., age and cohort for cross-sectional designs) and then what is held constant (e.g., time of testing for cross-sectional designs).

The last point for the week is that the study of research methods is incomplete without some discussion of ethical principles. I cover basic points about ethics (voluntary participation, stress minimized, deception as method of last resort, confidentiality, use of lab animals, IRBs) before using a hands-on exercise modified from Ault (personal communication). Students imagine that they are on an IRB panel and read a project summary proposing to study whether recent experiences of success or failure affect how well older adults can solve social problems. The details of the methods are laid out, and students are asked to consider whether they believe the researcher should be allowed to do the research. After a few minutes during which students make notes about their opinion, I divide the class into small groups of roughly 5 to role play different IRB panels. As discussion winds down, I tell the IRBs to vote and then poll the groups' decisions before leading a discussion that explores what led to the varied views expressed by individuals and the small groups.

The final class exercise applies what we have learned all week and, as a group, we begin to design a study to answer a question like "Does aging affect memory for text?" If there is time, I make this a small group activity as

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well because inevitably one group will chose to use a cross-sectional design and another will chose to use a longitudinal design (rarely has a sequential design been proposed), allowing us to review the strengths and weaknesses of each when I conclude the unit with the full class.

The Hebb article, IRB role play, and research-design exercise have yet to lead students to explicitly come out of the closet and embrace being nerds, but they have brought water into the Sahara by engaging students with one another and the material. You may have used exercises much like those here, and I am sure many of you have novel teaching tools to share. If you'd like to write about them for a future Teaching Tips column (roughly 1000 words), please submit them to Kristi Multhaup at [krmulthaup@davidson.edu](mailto:krmulthaup@davidson.edu)

#### Reference

Hebb, D. O. (1978). On watching myself get old. *Psychology Today*, 15-23.

## Executive Committee Meeting Minutes, Continued from page 5

Division 20 and 12-II will have a role in revising the guidelines on dementia. CONA will collaborate with the Practice Directorate also on the revision.

Peter Lichtenberg is the new president of CONA. He will be the CONA liaison to D20.

**M. APA Science Directorate (Virginia Holt, Patricia Kobor):** Virginia announced that Howard Kurtzman is going to be new deputy executive director of the Science Directorate.

At the request of the APA Council of Representatives, the Science Directorate is staffing a task force to see how the convention might be improved for the science community. Please let [vholt@apa.org](mailto:vholt@apa.org) know if you have any ideas or suggestions about this: what works well, what doesn't work so well, etc.

Pat Kobor: suggested that there will be a small increase in funding to NIH this year probably between 2.5 and 4 percent. She also thanked everyone for comments sent to her regarding the strategic plan for NIA.

Comments on NIH peer review system are still being solicited. There's a place on the NIH web site where you can give comments. Please also share comments with Pat Kobor so she can co-ordinate (needed by Sept 4<sup>th</sup>).

Pat also announced that there is a science policy fellowship (supported by Science Directorate) places a psychologist in a federal agency. Fellowship applications are due in January. It's a wonderful experience for people and Pat encouraged members to consider applying. Application information is available [www.apa.org/ppo/fellows/scifellow.html](http://www.apa.org/ppo/fellows/scifellow.html)

**N. APA Education Directorate (Clare Porac):** Materials were circulated describing Education Directorate activities. Clare mentioned the Education Efficacy Trust, a mechanism for voluntary donations to support lobbying activities that APA employees can't perform. Funds in the Trust allow lobbyists to attend events and make donations to groups that support the Education Directorate agenda.

The Education Directorate will be sponsoring a national conference on undergraduate education in psychology to be held next year. The call for participants has already out. The conference will be held in Tacoma, WA at the University of Puget Sound. Costs of the conference are covered for accepted participants, other than travel. The goal of this conferece is to produce some guidelines for future undergraduate education in psychology.

**O. *Psychology and Aging* journal benefit to D20 members (Liz Stine-Morrow):** The current contract for *Psychology and Aging* goes through 2010. Liz Stine-Morrow recommended that we put on a future agenda the issue of whether we want to keep the paper journal. Another idea was to ask Michael Marsiske to poll the membership on whether they like the journal as part of their membership. One issue is whether the journal is an incentive or disincentive for joining D20 because its costs are part of division dues. For example, paying for the journal may be a disincentive to potential non-academic division members.

**P. Wrap-up (Liz Stine-Morrow):** Liz Stine-Morrow thanked the members of the Executive Committee for their work over the past year during her term as President.

The meeting was adjourned at 10 am.

### Division 20 Awards

It is a stunning tribute to our division and the support it receives from outside APA that we have a major awards program. I'd guess – without having researched this issue at all – that our program is the largest and best developed among all the divisions. And we owe a tremendous debt to people and organizations who have sponsored these awards. This year, the Margret and Paul Baltes Foundation agreed to underwrite our Distinguished Research Contribution Award, which is now named after Paul B. Baltes. This is a wonderful way to honor Paul's many contributions to life-span developmental research while recognizing the major contributions of others in our field. I just received the exciting news from **Ursula Staudinger**, the Executive Director of the Baltes Foundation, that they have decided to make the award amount \$5,000. We are certainly deeply grateful for this level of support. **Leah Light** won the first Baltes Award, which she richly deserves.

We have other major awards in our division as well. The Springer Publishing Corporation continues to sponsor our Springer Early Career Research Award, which was just won by **Cindy Lustig** over some excellent "competition." We are grateful to Springer for their commitment to publishing in the area of adult development and aging, and specifically for continuing this award that recognizes and honors outstanding contributions by newer scholars. Last, but certainly not least, the Retirement Research Foundation underwrites our Mentor Awards and Student Awards programs, thanks for the most part to the generosity and commitment to Division 20 of John Santos. You'll find a complete listing of our 2007 award winners elsewhere in this newsletter. The Awards Committee in Division 20 has a lot of work to do! Please be sure to encourage your students to apply for our student awards, and think about nominating colleagues for our research and mentorship awards.

### Strengthening Liaisons with other Divisions

When I was early in my career, Division 20 had a strong relationship with Division 7 (Developmental Psychology) – we had a joint social hour and often collaborated on joint sponsorship of program events. The relationship seemed a natural one given the recent emergence of a life-span approach to developmental psychology, and the influence of life-span psychologists like **Warner Schaie** and **Paul Baltes** in our field. Over the years, our relationship with Division 7 has atrophied, and we have formed closer relationships to Division 12 (Clinical Psychology), especially its Section II members interested in clinical aging. We have in recent years had a shared social event between Division 20 and Division 12, Section II, for example. The relationship with 12-II is important to us for a number of reasons, including cooperation between our divisions regarding issues associated with clinical aging practice and research. It would also be beneficial, from my point of view, to have closer ties with other divisions that share interests in aging as well, such as Divisions 21 (Engineering Psychology) and 38 (Neuropsychology). But I would also welcome a renewed relationship with members of Division 7 to foster a life-span perspective on human development.

To this end I've been talking with the new President for Division 7, **Pat Miller**. Pat and I share research interests in strategic behavior in cognitive task environments, with her focus on children and adolescents, and my focus on adult development. As Pat and I talked about our similar interests, we got excited about the potential benefits of dialog between members of our respective divisions on important issues for developmental psychology, such as the continuity of personality, dissociations and similarities in causes of cognitive development early vs. late in life, and so on. Hence, Pat and I are trying to move forward on soliciting dialogs between

child development and adult development researchers doing research on similar psychological constructs. The basic idea is that two or more scientists would talk about similarities and differences in progress, approaches, etc. to study similar problems in different parts of the life span. They could, for instance, talk about how theoretical perspectives or methodological practices differ, and what we can learn from each others' research outcomes and theoretical interpretations. A written version of the dialog in column-form could be simultaneously published in our two newsletters. We have decided to apply to CODAPAR for a small divisional cooperation grant that would pay for the additional newsletter pages to publish such dialogs in the Division 20 newsletter (Division 7's newsletter is fully electronic). We will also be interested in locating others who might be interested in writing such a dialog for the newsletter. If this format seems to work, we would consider the possibility of this approach for a future conference and edited book. Please contact me to suggest possible topics for dialog and to volunteer yourself or nominate others to participate in such dialogs.

This is, of course, not the only way to foster improved relations with Division 7. More about this in the future, as well as on other possible forms of outreach to others in APA with interests in Adult Development and Aging.

If you have thoughts about what Division 20 can be doing to enhance its value to you, its members, please feel free to contact me: [christopher.hertzog@psych.gatech.edu](mailto:christopher.hertzog@psych.gatech.edu). I'm excited about the Division and our prospects for a fruitful and productive year.

# Fellowship Report

Submitted by Susan Krauss Whitbourne

Committee Members: Elizabeth Stine-Morrow, Christopher Hertzog, Neil Charness, Mary Ann Parris Stephens

## Summary of 2006-07 activities

### *Initial Fellows:*

Division 20 had a successful year with Initial Fellows application. Nominations and self-nominations were received from 10 Division 20 members. Of this group, 5 were selected to be forwarded to the APA Membership Committee. I am happy to report that all 5 were recommended for Initial Fellow Status after the Membership Committee review in March. Their names were given final approval at the Council of Representatives meeting on Sunday, August 19.

Our five new Initial Fellows are:

Kathrin Boerner  
Hayden Bosworth  
Scott Hofer  
Becca Levy  
Daniel Mroczek

Congratulations to all!

### *Current Fellows from Other Divisions ("Old" Fellows):*

A review of potential names to be submitted for Division 20 Fellowship produced a list of distinguished scholars whose work is relevant to aging. Each was invited by President Stine-Morrow to apply for Division 20 Fellow status and I am pleased to announce that we have received acceptances from: Norman Anderson (APA CEO), Sharon Brehm (current APA President), Alan Kazdin (APA President-Elect), Regina Colonia-Wilner, Michael Commons, Joel Freund, Peter Graf, Paula Hartman-Stein, Ravenna Helson, Richard Jagacinski, Jared Jobe, Miriam Kelty, Victor Molinari, Henry Roediger III, Bert Uchino, and Antonette Zeiss. Each will be sent a certificate indicating their "new" "old" status.

## Plans for 2007-08

In order to meet the Initial Fellows deadline of early February, I would like to suggest that we move the divisional deadline up to December 1 (from January 7 last year). This will allow the Fellows Committee more time for review of the applications and the drafting of the nomination letter from the Division that is attached to each application. In addition, we would like to continue our process of nominating current fellows from other divisions, which will also help further our efforts to recruit more members to Division 20 as well as to give well-deserved recognition to distinguished members who became Initial Fellows through other divisions.

### A Request

Please consider nominating qualified Division 20 members for Initial Fellow status (see <http://www.apa.org/membership/fellows.html>) for details. Nominees and potential nominees should be aware of the importance of the nominee's self-statement which makes clear exactly how the nominee has made "unusual and outstanding contributions or performance in the field of psychology" (as stated on the website). Also, although not mandatory, evidence of involvement in APA is very helpful and greatly strengthens the application.

If you have any questions, please contact me at [swhitbo@psych.umass.edu](mailto:swhitbo@psych.umass.edu).

## One Thing Leads to Another: Research on Aging Informs Family Extension Programming

Kyle L. Kostelecky, Ph.D., CFLE

Iowa State University

Imagine, in today's society of technological booms and busts that has created instantaneous access and wireless communication as well as a drive-through lifestyle, being able to be a part of a professional organization with roots in the early 20<sup>th</sup> century (Smith-Lever Act, 1914). Can you go back even further – say to the mid-19<sup>th</sup> century (Morrill Act, 1862)? How many of us can say that we've been a part of something that started shortly after the American Revolution (*Farm Journal*, 1810; *American Farmer*, 1819)? Extension programs, linked to land-grant colleges and universities, partnering with the Cooperative State Research, Education, and Extension Service through the United States Department of Agriculture, can claim this heritage.

### **Unique Position**

For nearly a century, once it was officially formalized, Extension has been in the business of reaching out and bringing the resources of land-grant colleges and universities in the United States to the local level meeting and serving people where they live. Colleges and universities participate in teaching and research but Extension makes the land-grant institution unique. By reaching out, or “extending” their resources, these colleges and universities can have an immediate impact and change lives right where individuals live, work, and play. This third component of service to individual stakeholders or constituents is critical to Extension and land-grant philosophy.

### **Evolution of Programming**

Extension has always had a responsibility to deliver relevant university research and resources to the public in the form of information and programming on a diversity of topics. In the early days, this was mostly tied to agricultural subject matter such as farm management and production, marketing, and conservation of perishable products. Home economics was also a significant part of the early role of Extension. Rural farm women received the latest research and training on proper nutrition, gardening, parenting, and sewing, among other topics. Early in its history, Extension programs throughout the country were influential in helping families survive through catastrophic events such as the Great Depression and Dust Bowls during the late 1920s and early 1930s.

Today, agricultural and home economic related programs have been expanded to include research and resources related to a large variety of important issues meeting the changing needs of families and the work force. Extension professionals work in the area 4-H Youth Development, building life skills and character in youth. Agriculture remains a strong component of today's Extension services through developing alternative ways of producing income related to farming and ranching with continued emphasis on marketing, production, and other essential elements of the industry. The Natural Resources programs found in Extension disseminate information about protecting the environment to homeowners and landowners. In the area of Community and Economic Development, local governments are informed about creative and viable options for developing jobs and businesses as well as coordination and use of services. Leadership Development is an important component of Extension in its work to train professionals and volunteers in the field of Extension to deliver quality programs and serve in communities. Extension specialists working in Family and Consumer Sciences help families become and remain resilient and healthy. They teach about nutrition and health, child care, communication, and financial management. These programs are primarily administered by thousands of regional and county offices across the United States in conjunction with land-grant colleges and universities.

**Philosophy.** Typical mission and vision statements for Extension programs in the 106 land-grant colleges and universities include terms and phrases such as:

Partnerships	Research-based	Improve Quality of Life
Access	Local Presence	Engagement
Outreach	Accountability	Lifelong Learning
Quality	Knowledge to Use	University Research
Integrated	Diverse	Scientists & Educators

A primary theme that runs through these statements, overtly or covertly, is that Extension expands the boundaries of the land-grant university, including all three of the research, teaching, and service components, to the boundaries of the state.

### **Family Science**

Reaching out to families across the lifespan, providing research-based information and education to assist families in making decisions that improve and change their lives is a more focused area within many Extension programs throughout the country. These programs offer information to families that is supported by the most current and accurate human development and family science research. Areas of emphasis, depending on the individual program, may include one or more of the following topics: child care; consumer decisions; families and communities; family financial management; family relationships; adult development and aging; food safety; housing choices; food, nutrition and health; and parent education.

**Adult development and aging.** Approaching family life through the lenses of intergenerational relationships and older adults is critical in today's family. Extension services in the area of adult development and aging can offer:

- healthy and productive ways to connect the generations enhancing family relationships
- an understanding of the process of aging
- insight into family caregiving issues
- a unique and important examination of rural aging concerns and conditions
- an assessment of the impact of an increasingly older society on its own people

As with other programmatic areas within Extension, those focused on adult development and aging utilize a number of different methods for information dissemination. Multiple means of presenting practical and applied research results are vital to serving an extremely diverse older adult population. Expanding the boundaries of the college or university to the boundaries of the state can be an exciting but oftentimes tricky situation. Older adults and their families learn and process information in a variety of ways. Having a varied inventory of programming that is valuable, interesting, timely, and relevant makes for a well served community, family, and individual. Newsletters, FAQ Sheets, websites, research reviews, and single or multi-session classes are all useful ways to accomplish Extension's philosophy of engagement (outreach/service), discovery (research/scholarship), and learning (teaching/instruction).

**Umbrellas of influence.** Early in their careers Extension professionals often quickly become *partnering* experts. Out of a need to provide high quality programming to the appropriate audience during a time when it is most beneficial, partnerships with many agencies, institutions, practitioners, research scientists and others are necessary. Working closely with research scientists is possibly one of the most important partnerships an Extension professional can have. In fact, research is so imbedded in Extension work that most Extension professionals are well trained and competent research scientists themselves.

For better or worse, current times dictate that we are living in an outcome driven society. As in other segments of society, outcomes are a significant part of the worlds of colleges and universities. The people they serve want to know if their children are being educated in a way to get the best jobs and learn life skills. Those constituents are interested in how their tax and tuition dollars are being used to develop new technologies and eradicate diseases. Can the money they donate and endow translate to a tangible and visible difference in people's lives (including their own)? The worlds of research and Extension are not immune to these umbrellas of influence.

Partnerships between the worlds of research and Extension are significant conduits to answering some of these questions and providing meaning for the stakeholders as to what academic institutions are actually accomplishing. If you ask the question, "Why do you do what you do?" to both Extension professionals and academic research scholars, the answers would be surprisingly similar. Notions of making a difference, contributing to society, learning, and teaching are just some areas of common ground. There likely is very little distinction between the two career paths – the motivation seems to come from the same source.

**One thing leads to another.** What happens when scholarship is combined with Extension program development? Quite honestly – remarkable outcomes. Significant differences can be made in people's lives. The answers to those "burning questions" that drive researchers are being played out in communities and individuals all across the country. Real, visible, breathing, living, tangible outcomes are popping up in counties and households before our very eyes. We can literally embrace them.

Feature article continued from p. 17

Results from studies examining adulthood and aging are being translated into action. Grandparents are now better prepared to understand children's behaviors and development, the importance of close relationships and open communication, how to set expectations, and maintaining contact with parents (<http://www.uwex.edu/relationships/>). Many questions and concerns arise when grandparents are parenting again. The partnership between research and Extension provides support, parenting skills and critical legal information and communication skills to grandparents as well as other relatives raising children ([http://www.parenting.cit.cornell.edu/pp\\_pasta.html](http://www.parenting.cit.cornell.edu/pp_pasta.html)). Families now have the tools to strengthen intergenerational relationships with their children and youth and between adult generations (<http://intergenerational.cas.psu.edu/>). These programs are promoting the arts and recreation interests, healthy living, and religious and spiritual well-being. Research informed Extension intergenerational programs lead to fewer ageist stereotypes, strengthening of communities, and improvement of services for children, youth, and older adults. In addition, learning how to talk about the changing needs of older adults in later life including end of life issues can become easier (<http://www.extension.iastate.edu/homefamily/aging/acap.htm>). Questions continue to abound about the aging Baby Boomers and their impact on society. Major changes are afoot and our understanding of what it means to be old is being transformed. Partnerships are making a difference as people embark on the adventure of later life and attempt to age gracefully (<http://ces.ca.uky.edu/floyd/fcs/Family%20Relations/fcs7186.pdf>). Families may need the most help when their situation is emotionally charged. Issues surrounding the inheritance of personal possessions including non-titled personal property can be extremely challenging. There are powerful messages in "who gets what" during these times. Some items, with very little monetary worth, often have a great deal of sentimental or emotional value. When research and Extension are partnered, practical information becomes available on how to work through these situations (<http://www.yellowpieplate.umn.edu/indexB.html>). When partnerships go beyond researchers and Extension professionals to include organizations that can assist in a number of different ways, positive change in peoples' lives can happen as well. Family caregiving is probably one of the most central issues for older adults and their families. Powerful tools are needed to assist family caregivers to take better care of themselves as they struggle to care for their family members in loving and appropriate ways ([http://www.matherlifeways.com/re\\_powerfultools.asp](http://www.matherlifeways.com/re_powerfultools.asp)). Achieving balance, reducing stress, and communicating more effectively are just some of the outcomes that can occur when thoughtful and strategic partnerships are formed to assist older adults and their families.

Ultimately, after further examination, the discovery process shows that those "burning questions" that drive the passions of researchers are the very same motivating issues that "ignite" Extension professionals to serve. After all, the idea has been around for a very long time – shortly after the American Revolution...

§ Kyle has recently made the transition from 10 years of serving in the academic tenure-track world, having been promoted and tenured, into the family life Extension specialist world and is looking forward to being extended and special.

**When you receive your apportionment ballot...**

**VOTE!!!**

**10 for 20**

# Student News

Submitted by Jeanine Parsisi, Matthew Shake, & Cory Bolkan

Hi Students & Post-docs,

We enjoyed meeting many of you at this past APA convention, and we hope that everyone had a great conference experience.

We want to thank you for making this year's Division 20 graduate student and post-doc events a success. The conversation hour with Dr. Jeff Elias (University of California Davis, School of Medicine), former Chief of the Cognitive Aging Program at the National Institute on Aging (NIA), was well received by the 30+ individuals in attendance. He provided attendees with an informative discussion on grant writing and funding for gerontological research. In addition, we had an enjoyable social event at the Thirsty Bear brewery, where students and post-docs with similar research interests got a chance to interact, relax, and share good food and drinks.

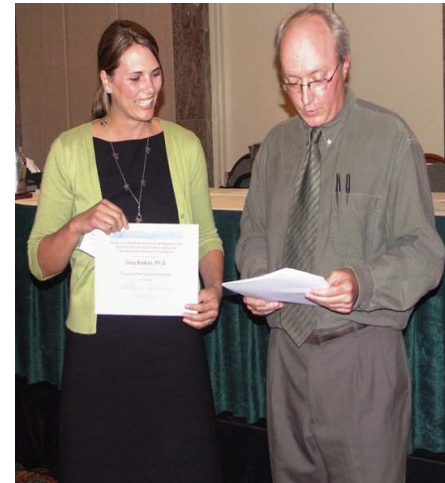
We also want to recognize all of the student award winners on their accomplishments this year. Congratulations on your hard work!

We feel honored to have served as your Division 20 representatives this year. If you have feedback, suggestions, or ideas for future APA Division 20 graduate student and post-doc events, please feel free to contact us or your new graduate student and post-doc representatives for the upcoming year: Starlette Sinclair ([ssinclair@gatech.edu](mailto:ssinclair@gatech.edu)) and Daniela Jopp ([daniela.jopp@psych.gatech.edu](mailto:daniela.jopp@psych.gatech.edu)).

We look forward to seeing you again at future conferences!

Best regards,

Jeanine Parisi, Matthew Shake, & Cory Bolkan  
 APA Division 20 Graduate Student and Post-doctoral Representatives  
[jmparisi@uiuc.edu](mailto:jmparisi@uiuc.edu), [mshake@uiuc.edu](mailto:mshake@uiuc.edu), [bolkan@u.washington.edu](mailto:bolkan@u.washington.edu)



From left to right: Atsunobu Suzuki, Jennifer Lodi-Smith, Cory Bolkan, and Forrest Scogin

## Innovations: New Section

On the following pages you will note a new article category called “Innovations.” We welcome your ideas and submissions regarding innovations in the field of adult development and aging including topics, programs, and techniques from research, educational, and clinical arenas.

### APA Division 21

I am writing to encourage you to join a group of psychologists interested in applying experimental psychology theories and methodologies to issues of real world concern: the Division of Applied Experimental and Engineering Psychology (Division 21 of APA). Joining our group will enrich your professional, intellectual, and social life!

Members’ interests are diverse, and include selecting and training workers to fit job requirements, exploring the cognitive underpinnings of effective instruction, designing technologies to fit work practices, examining how skill can compensate for age-related differences in cognition, and reasoning in the legal system. Members work in industry, government, and academia.

So, why join Division 21?

- ❖ You will find many opportunities to interact with colleagues with similar professional interests. We are a small, collegial group with many ways to become involved in division governance and leadership. Your opinion and ideas will matter!
- ❖ Opportunities include the Division program at the annual APA meetings, which offer an excellent mix of paper and symposium sessions, as well as less formal poster sessions. Recent meetings have included talks by Wendy Rogers, Don Norman, Paul Slovic, Chris Wickens, and Phil Ackerman; next year will showcase Robert Helmreich, Ray Nickerson, and Rob Gray. Each year we go out to a neighborhood restaurant (on the Division) in lieu of a hotel reception—a great way to meet new colleagues and renew friendships.
- ❖ In addition to the annual APA meeting, the division has a mid-year meeting and is planning a second small-scale meeting focused on up and coming issues, such as next-generation aviation systems.
- ❖ Annual awards are given for outstanding contribution to Applied Experimental and Engineering Psychology, early career achievement, and a dissertation award.
- ❖ Of course, we offer a newsletter, web presence, and listserv. More exciting is that membership includes subscription to the *Journal of Experimental Psychology: Applied*, APA’s premier journal publishing wide-ranging research on applied experimental psychology.
- ❖ We are especially interested in helping students and fledgling professionals. For example, we are expanding our successful mentoring program, in which senior colleagues provide guidance to and interact with new professionals.

There are two ways to join. First, become a member of APA and join Division 21 at the same time at <http://www.apa.org/about/division/memapp.html>. Second, join Division 21 as an affiliate member, without joining APA, by contacting me. Division dues are only \$32, whether you join through APA or as an affiliate member, and \$15 for students. We look forward to seeing you at upcoming meetings of Division 21! If you have any questions about joining, don’t hesitate to contact me.

Sincerely,

Dan Morrow, Division 21 membership chair  
[dgm@uiuc.edu](mailto:dgm@uiuc.edu); (217) 244-8757

## Innovations: Great Plains Interactive Distance Education Alliance<sup>1</sup> – a Great Idea!

Peter Martin, Joan Baenziger, & Jennifer Margrett  
Iowa State University

Greg Sanders  
North Dakota State University

Teresa Cooney  
University of Missouri

Gayle Doll  
Kansas State University

Jean Pearson Scott  
Texas Tech University

<sup>1</sup> The Great Plains Interactive Distance Education Alliance (Great Plains IDEA) is composed of the Human Sciences units at: Colorado State University, Iowa State University, Kansas State University, Michigan State University, Montana State University, University of Missouri-Columbia, University of Nebraska, Oklahoma State University, North Dakota State University, South Dakota State University, and Texas Tech University.

It's a fact many gerontology faculty and program directors know all too well: Our graduate gerontology classes are not always filled to the last seat. How can we offer a gerontology degree program if there are not enough instructors or students to be involved in the program? Faculty members from six universities found an answer: By pooling resources across universities, the size of the faculty and of students could be increased six fold! This is the main objective of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA).

### The Development of an Idea

The alliance began when the College of Human Resources and Family Sciences at the University of Nebraska had implemented a distance education master's degree program and convened a meeting of Great Plains area Human Sciences Deans in 1994 to determine if others had distance education graduate courses that might be available for use by their students and to invite other institutions to enroll students in their courses.

The meeting had unanticipated outcomes. While distance education was still a fairly new concept, graduate programs realized that they would be left "behind the curve" if they did not participate in this new movement of higher education. Naturally, a number of problems emerged during these early years: lack of internet connectivity, lack of commercially available and easy to use courseware, and lack of distance education experience of the faculty.

As a result, the alliance decided to focus its first initiatives on (1) informing faculty about the changing marketplace for graduate education, (2) training faculty in the use of distance technologies to promote engaged, graduate level learning at a distance, and (3) the development of a marketplace for sharing distance education courses.

Just like any other academic programs, inter-institutional programs require funding to support activities that occur at the alliance core level. The Great Plains IDEA has been funded by institutional in-kind contributions, by the U.S. Department of Education, the U.S. Department of Agriculture, and the American Distance Education Consortium (ADEC). Alliance development has also been supported by the Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture, by a grant from the Learning Anytime Anywhere Partnerships (LAAP), and a program of the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. Development of the Alliance website <http://www.gpidea.org> was partially supported by the American Distance Education Consortium (ADEC) in recognition of the receipt of the 2002 National ADEC Award for Excellence in Distance Education.

Continued on p. 22

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The development of inter-institutional programs could not be achieved by program faculty and administrators alone. Inter-institutional graduate programs must meet institutional graduate program standards at all the participating universities. Graduate deans were brought into the conversation and they contributed to the creation of enabling policy and practice environments at partner institutions. With the support of graduate program administrators, inter-institutional programs became administratively possible — but only with faculty support would they become academic realities. After several years of persistent negotiation, the Great Plains IDEA started its first program in Family Financial Planning. Today, The Great Plains IDEA includes seven academic programs of which gerontology is one.

### ***The GP-IDEA Gerontology Program***

In 2002, a Master's program in Gerontology was approved as an inter-institutional program. The Great Plains IDEA gerontology program is a multi-state alliance currently comprised of the following six universities: Iowa State University, Kansas State University, North Dakota State University, Oklahoma State University, the University of Missouri, and Texas Tech University. The certificate and master's degree program in gerontology meets core competencies identified by the Association for Gerontology in Higher Education (AGHE). Each student seeks admission to and is granted a degree from one of the participating institutions. The participating universities charge the same tuition. Earning a master's degree entails taking 36 credits with 24 credits in core courses. The other 12 credits include electives and specific courses required by the institution awarding the degree. Electives may include topics such as retirement planning, long-term care administration, and mental health and aging. A certificate in Gerontology is also offered and entails earning 21 credits in the master's program. Five courses make up the core credits. The remaining six credits may be other core courses in the master's program or approved elective courses.

### ***The Curriculum***

The Great Plains IDEA gerontology faculty selected the following core courses in gerontology.

1. Perspectives in Gerontology
2. Adult Development
3. Nutrition and Physical Activity in Aging
4. Aging in the Family Setting
5. Environments and Aging
6. Economics, Public Policy and Aging
7. Program Evaluation and Research Methods
8. Professional Seminar in Gerontology

In addition, at least one elective course is offered each semester, including Biological Perspectives, Long-term Care Administration, Women and Aging, and Mental Health and Aging. Students develop a detailed case study when enrolling in the Professional Seminar (the "capstone course") in which they have to apply knowledge gained in the core courses to a particular "case" (e.g., an older individual, an intergenerational family unit, or a care facility).

The consortium is now planning the first Study Abroad course. Students will have the opportunity to attend the next International Congress of Gerontology in 2009 and visit a number of gerontology research institutes and aging settings in Europe.

### ***The Student Perspective***

Over 70 students are currently enrolled in the program. Course enrollment in our core courses is typically between 15 and 25 students. Because of high enrollment, we have begun to offer some classes more often than was originally anticipated. Students find the GP-IDEA program an enriched learning environment, because classes are taken from faculty around the country who

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bring differing perspectives. Each student selects which university they wish to obtain their degree from and apply and directly register for their courses at that home institution. Thus, a student living in Ohio or Florida can receive their M.S. in Gerontology from any of the participating six universities.

In addition, students network with other gerontology students who are often already employed in various fields pertaining to Gerontology throughout the country. Workers in long-term care settings, social work, state agencies, etc. bring their experiences, questions, and insights to the classroom. This networking gives students unique perspectives on subject matters in their courses during discussion sessions. Students often “make friends” with other students and contact them for work referrals when relocating to their area! There is a large diversity of students including differing ethnic backgrounds, geographies (Hawaii, Texas, Iowa, etc.), ages (20s, 30s, 40s, etc.) and viewpoints. The number of students “in attendance” in the online courses has quadrupled since the first set of courses in 2003 bringing gerontology courses to many of the fifty states. The enormous power of web technology simplifies locating information for course assignments and fosters an atmosphere of in-depth learning which can be done to suit an individual’s work or study schedule (day or night).

### ***The Faculty Perspective***

Institutional collaboration offers a means by which an institution can motivate and invigorate its faculty. Peer interaction within specialized academic disciplines is enhanced by inter-institutional collaboration. It provides a wonderful opportunity to create a communication network that generates faculty excitement about new and emerging fields in higher education. The establishment of a faculty “community” across institutions offers reassurance that their work is meaningful and important in the academic world while simultaneously providing an outlet for faculty creativity. Faculty members meet at least once a year (typically at the annual Gerontology Society of America Conference) and engage in several faculty phone conference meetings a year. Recently, faculty members met in Omaha, Nebraska to share syllabi, teaching approaches and student evaluations with their peers. The faculty team has also made presentations at the annual conferences of the Association for Gerontology in Higher Education (AGHE).

### ***The Future Is Distance Education***

With continued technological advancement, the future of instruction lies in distance education. Not all classes will be taught in this fashion, and there are also a number of draw-backs. Students do not have direct contact with faculty members, communication between students and instructors can easily be misunderstood when the primary delivery method is over the world-wide web. Notwithstanding those limitations, the question is not whether web-based instruction is a viable option, the question is how we can continue to improve and optimize what is clearly a great idea.

**Contact Information for the GP-IDEA program:** Peter Martin, Iowa State University, Ames, IA 50011 or pxmartin@iastate.edu. Additional information may be gained from the following website: Great Plains-Interactive Distance Education Alliance at: [www.gpidea.org](http://www.gpidea.org)

# APA 2007 Program Report

Submitted by Lisa M. Soederberg Miller and Brent W. Roberts

The program in San Francisco included 8 (2-hr) symposia, 5 invited addresses, and 3 poster sessions. In addition, Liz Stine-Morrow gave a presidential address entitled "The Dumbledore Hypothesis of Cognitive Aging" and the graduate students held a conversation hour with a discussion on funding, lead by Jeff Elias.

The Distinguished Research Award address by Ellen Langer was "Counterclockwise: Mindfulness and Aging." The Developmental Health Award address by Ilene Siegler was "Psychology of Aging and the Public Health." Ravenna Helson gave an invited address entitled "Aging Well in Adverse Situations," Patricia Reuter-Lorenz's invited address was "Age-Related Compensation and Decline: Insights from Brain Imaging," and Arthur Wingfield's invited address was "Aging Hearing, Aging Cognition, and Understanding Spoken Language."

The evening social event, co-sponsored by Division 12-II, was at the Grand Hyatt Grandviews Restaurant and had a large turn out with 90+ guests. The cost for the 3-course meal was \$75 per person; the division subsidized the cost for Division members so that ticket prices were \$60 (\$30 per student). Many thanks to Robin West for her help in tracking the reservations for this event.

Brent and I would also like to thank the program committee members, Bob Maiden, T.J. McCallum, Beth Ober, Sara Czaja, Carolyn Aldwin, and Karen Hooker, for their assistance throughout the year as well as the reviewers who generously volunteered their time in reviewing close to 100 poster submissions: P. S. Bachrach, G. A. Brenes, M. Brennan, Z. Butt, A. Gutches, H. H. Fung, Q. Kennedy, M. M. Lewis, M. Mlinac, D. G. Morrow, D. Mroczek, M. Murphy, R. Pak, A. Pearman, R. E. Ready, R. Spiro, E. Stine-Morrow, C. Talor, Y. N. Tazeau.

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## Adult Development and Aging News

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