

Adult Development & Aging News

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20 DIVISION

President's Message

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When I was asked to run for this office, I asked several former presidents about the duties and workload. Their essentially uniform response was that Division 20 has been fortunate to have passionate members and an executive committee that is unusually responsive to requests for help and really runs the division activities. Thus, the president could focus on initiatives and "big picture" issues. With that assurance, I eagerly threw my hat into the ring. A year after my election, I have to say that not only were the comments made by the former presidents absolutely true, the high expectations that they suggested were more than fulfilled.

The Division team is extraordinary and it is my understanding that we have one of the most active executive committees of the 54 APA divisions. In some ways this doesn't really surprise me; my experience in the academic world suggests that we who are committed to aging research and practice are more willing to serve than people in other disciplines. But maybe I'm just biased!

I would like to pay tribute to our executive committee and to remind everyone of the many contributions they make to APA and to our division. Chris Hertzog, our past President, has again put life-

span development on the map for us through his initiative with Division 7, Child Development. I am grateful to his input for dealing with issues as I move into the role of President. The collaboration between our division and Division 7 is one that I plan to continue during my term. Liz Stine-Morrow, one of the most enthusiastic Division 20 members I know (and that is saying something), is now our past-past president, and she has been wonderful in helping me get my bearings. I hope that I can be as effective in my role as my two predecessors.

I welcome Peter Lichtenberg to the Executive Committee as the President-elect this year. He has played important roles on the APA Committee on Aging (CONA) as their president, been chair of the Behavioral and Social Sciences section of the Gerontological Society of America, and will be a great resource for researchers and practitioners. Our secretary Joan McDowd has been the point person for reporting on the minutes, which is no small feat given the passionate discussions that the Executive Committee



Liz Zelinski
Division 20 President

engages in! She has kept us all on our toes by keeping us informed about our bylaws. Cindy Berg takes over as Secretary and I'm sure that she will be able to fill Joan's shoes. Scott Hofer has been our treasurer for the past two years and continues for the last year of his term. His wise counsel has been very helpful as we plan expenditures. Bob Knight will be rotating off Council in December 2008, and will be replaced by our new yet seasoned representative, Sue Whitbourne, who will join Norm Abeles as he continues his term. Bob Knight is not "retiring" from service this year. He is heading up the committee to add clinical geropsychology as a practice specialty by preparing an application to the APA Commission for the Recognition of

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Adult Development & Aging News is co-edited by Jennifer Margrett (Iowa State University) and Grace Caskie (Lehigh University).

Deadlines for submissions are: September 1 February 15 June 1

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Your Newsletter editors must use the addresses that APA provides.

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Specialties and Proficiencies in Professional Psychology CRSPPP. He is forming a committee to this end, and with the successful development of practice guidelines at the Pike's Peak conference, we are confident that the application process will be successful. Members at large Robin West, who has helped with our Finance Committeek, and Brent Small, who has been chair of the Awards Committee, are ending their three year appointments and we thank them for their efforts. Both have played important leadership roles in these activities. Our newly elected members at large are Lisa McGuire and Ron Spiro. They join Sara Czaja, Karen Fingerman, Becca Levy, and Susan Charles as members at large. Karen Fingerman, by the way, presented her own "teaching tips" in a terrific letter to the editor of the NY Times in response to an article about using physical approaches to age simulation to improve practitioners' attitudes towards aging. You can see it in <http://nytimes.com/>, search Letters, Imagine Being Old.

I think that most of our members are aware of our listserv team, but I'm not sure that they know just how much work there is in maintaining security so that we aren't inundated by spam or viruses. For that, we have to thank Michael Marsiske and Lise Abrams, who have given us many hours of service and have agreed to do that this year as well. This year's committee chair

appointments have been an easy task for me; just about everyone I asked to either move into the chair position or to remain as chair, or to serve in a new capacity said yes! Phil Allen and Becky Allen (no relation, just an amazing coincidence!) have agreed to serve as the Toronto convention program chairs. I did the program several years ago with Sara Qualls, and we know firsthand how much effort it takes! Our returning committee chairs, who have given the Division countless hours in their respective activities, are Jane Berry, and George Rebok, awards, Joe Gaugler, membership, Sue Whitbourne, Fellowship, Brian Carpenter and Shevaun Neupert, continuing education, Alison Chasteen, education, with the help of Susan Charles for the "teaching tips" column, Jennifer Margrett and Grace Caskie, newsletter editors extraordinaire, and Becca Levy, awards. Neil Charness will be serving this year as our liaison to the Science Directorate and will be attending the Science Leadership Conference in early October and the Science Directorate meeting in late October as our representative. I have several more appointments to make; I'll update that in our next newsletter.

I would like to remind all of our Division Members that it really takes a lot of hands to make everything work as smoothly as it does, and I

am deeply grateful to all of our chairs and the committee members who have volunteered for us. I would very much like to invite our members who may have wanted to participate in Division activities but are perhaps a bit shy to contact me about service.

APA Convention, Toronto

This past July, James Bray, the president of APA, asked all of the Divisions to donate some of their hours to a Convention with a Convention as an innovative approach to attract more people to the Convention. This would take place within the regular convention from noon on Friday through noon on Sunday. The basic idea is that the hours would be used for special integrative programming tracks that crosscut divisions (which currently control their allotted programming hours). A central committee, with one representative from each of the donating divisions, will decide the tracks. Divisions that give at least 4 hours can create a track that focuses either on science or practice, and if the program does not fit well within the tracks developed by the central committee, that program would be part of a "buffet" of choices. Speakers during the hours will be expected to give state of the art lectures or run workshops eligible for CE credit. There is a proposal to pay these

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speakers honoraria and extra advertising would be used to promote the special program. This is a one-time experiment.

We discussed what we knew about this proposal briefly in the Executive Committee meeting during the APA convention in Boston, and continued the discussion via email. Hours at the APA convention are allotted to each division based on the number of paying convention attendees who identify that specific division as the primary one to which they belong. For many years, Division 20 has been allotted 14 convention hours, which is the minimum, for the smaller divisions with less attendance. In contrast, Division 12 (Clinical) is allotted 96 hours. Thus we would have to give up a relatively large proportion of hours (nearly 30% of our allotment) for the 4 hour requirement to create a track.

A minority of voting members (those elected to office) of the EC supported the idea of donating 2 of our 14 hours (the suggestion in President Bray's original proposal) largely because they thought we would be able to fully determine programming hours. It is not clear that those hours would be devoted to aging, however, as we would have one representative on the central programming committee, as would all other contributing divisions. The 4-hour requirement for allowing divisions to control tracks was not suggested until August 27 in an emailed memo from President Bray, and the deadline for response was September 1. So there was really insufficient time to discuss the 4 hour issue fully.

The final comments from EC were 2 to 1 against donating hours for a variety of reasons (not presented in order of importance): 1) this is likely to be a one-time event; the science weekend that APA tried years ago was discontinued, suggesting that the convention within a convention would not be likely to increase attendance substantially; 2) the experiment would have to be continued for several years before it would have any impact and this would have to be based on future APA presidents' support; 3) using honoraria for speakers at the 2009 meeting could backfire if this was to be discontinued; 4) the high cost of attending the convention and its limited science program content is a disincentive to attend; ergo the programming change is not going to solve the problem of low attendance by scientists; 5) this approach will not be supported by people who already attend specialized interest group meetings which reflect their specific research interests; 6) we would have to give up a relatively high proportion of our very limited hours to have control, and the proposed "buffet" could be just as problematic as previous year's programs, where

scheduled presentations relevant to our membership are in conflict with each other. Note that divisions make suggestions for scheduling but the Board of Convention Affairs has control over the final program schedule.

As a result, I have declined the invitation for Division 20 to participate.

Presidential Initiative: Fundraising for Research and Training

Incoming Division presidents are asked to present an initiative during their term. Mine was to join with fellow presidents of Division 22 (Rehabilitation; Chuck Callahan) and 40 (Neuropsychology; Glenn Smith) to develop a proposal for to create a funded research and training program aimed at junior investigators, postdoctoral fellows, and predoctoral fellows to develop innovative approaches to help older adults remain functionally independent. Our target was the Atlantic Philanthropies, an extremely well funded foundation that has identified programs for underserved older adults as one of its target areas. Atlantic has generously funded programs for geriatric research and training with the American Geriatric Association and the American Federation on Aging. With the cooperation of the APA Public Interest Directorate, Debbie DiGilio provided guidance and support for a proposal to be presented to Atlantic Philanthropies. In August, I, Debbie, Mick Smyer, and Chandra Mehrota discussed the proposal with an official from Atlantic, who indicated that the organization has decided to shift its focus to aging advocacy and would not be funding training and research any longer.

Debbie has also informed me in the past few days that the Retirement Research Foundation (RRF), which has generously supported some of the Division 20 awards for many years, including the RRF mentorship, dissertation and masters' awards, will no longer be funding those prizes as it shifts to advocacy. We are extremely grateful for the funds provided from RRF via the leadership of John Santos, who has just retired from their board. So we are faced with the challenge of fundraising to continue our extensive awards program, of which we as a division have been justifiably proud. Debbie and I will do our best to find other possible sources for the awards funding.

We also continue to receive the support of the Margaret and Paul Baltes Foundation for the Paul Baltes Distinguished Career Award and of Springer Publishing for the Springer Early Career Award, and we deeply appreciate that.

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We are also committed to create new research and training support programs for our members. However, APA does not have an Advancement office, and I have asked Steve Breckler, executive director of the APA Science Directorate, to work with us to find possible donors for the presidential initiative. I will also be following up with a proposal to the Committee on APA/Division Relations (CODAPAR) for an Interdivisional Grant with Divisions 22 and 40 to identify possible funding agencies. And of course, if any of our Division Members have any connections to foundations that can possibly support any of our fundraising goals, please let me know.

We have a challenging year ahead, but I remain wholehearted in my desire to move our Division forward. And as, we at USC say, I fully intend to "Fight on!"

**The 2008-2009 Division 20
Executive Committee roster
and contact information can
be found online on the
division website:**

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

**Fellow News
Submitted by Susan Krauss Whitbourne**

Division 20 had a successful year with Initial Fellows application. Nominations and self-nominations were received from 3 Division 20 members and all were selected to be forwarded to the APA Membership Committee. I am happy to report that all 3 were recommended for Initial Fellow Status after the Membership Committee review in March: Phil Allen, Derek Isaacowitz, and Derek Satre. The Council of Representatives approved their nomination, and so congratulations to them! We received a very pleasant letter of congratulations from the Membership Committee regarding our nomination process, so that is an excellent sign for the future.

With regard to current APA fellows from other divisions, several excellent names were submitted to be considered for Division 20 Fellow Status and I am happy to announce that Shane Bush and Silvia Canetto are our two newest "old" fellows.

In order to meet the Initial Fellows deadline of early February, I would like to suggest that we move the divisional deadline up to a **firm** deadline of December 1, 2008. Several names have already been suggested, so I think we will have another excellent roster of nominees, but it is not too early to be placing these names into nomination.

The requirements for Division 20 members to be nominated to Initial Fellow status are available on the APA website (<http://www.apa.org/membership/fellows.html>). 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.

The required forms unfortunately must be obtained from me and they are not at present available as modifiable PDF's. Please contact me at swhitbo@psych.umass.edu and I will send you the efiles along with more specific instructions.

Also, please think of nominees who are Current Fellows in other divisions and suggest that they contact me, or you may contact me on their behalf. The application is far simpler, requiring only a current CV and brief cover letter. The deadline for nominating Current Fellows is May 1.

Dialogues between Divisions 7 (Developmental) and 20 (Adulthood and Aging)
Patricia H. Miller, University of Georgia
Christopher Hertzog, Georgia Institute of Technology

Authors' Note: While Presidents-Elect of our respective divisions, our interest in stimulating research dialogues between members of our divisions led to our obtaining a small CODAPAR grant from APA to start this initiative. Our first step is to coordinate these dialogues into a series of articles, each of which will appear in the newsletters of both divisions. To start this series, we have discussed a topic of interest to both of us and are sharing our thoughts in the article below. Others' dialogues on a variety of topics will appear in subsequent issues of our newsletters.

Cognitive Control Across the Life Span

Regardless of age, flexibly adapting to novel circumstances is essential for effective functioning in both social interaction and nonsocial problem solving. Much of what is labeled "learning" is knowing how to draw on one's cognitive resources to handle the task at hand. The relevant research involves constructs that are variously labeled metacognition, strategic behavior, self regulation, cognitive control, and executive functions.

Development of Executive Function Across the Life Span

During the last 40 years of research on the cognitive development of children and adolescents, some of the most robust findings have concerned the development of strategic behavior, particularly in the service of memory but also other domains such as mathematics and problem solving. Children's strategy variability, selection, and effectiveness have provided a window on key cognitive changes during childhood. As this area of research expands, executive functions (EFs) are now taking center stage. The foundational EFs appear to include inhibition, working memory, and shifting from one cognitive set or task to another (Miyake et al., 2000), though planning is also of great interest to developmentalists. Key questions early in development include: How early do EFs emerge? Are EFs unitary or somewhat independent processes? Is the development of EFs related to the development of children's theory of mind and, if so, what is their causal relation? What are the correlates with brain activity? What are the contributions of physical maturation, for example, increased white matter (myelination) and localization of function, and experience? Key questions during adult development and aging regarding poorer EF in older adults include: Are age differences in functioning due to major changes in the neurophysiology and neurochemistry of certain brain areas? Are apparent age changes a manifestation of neurobiological aging, accumulated insult (e.g., through alcohol use), or disuse (Hertzog, Kramer, Wilson, & Lindenberger, in press)?

Could age differences in EF also represent malleable costs of decision heuristics, experience, habit, routinization, and other behavioral mechanisms rather than neurobiological aging, per se (e.g., Hertzog, 2008)? Irrespective of its causes, is adjustment or compensation for deficient EF performance in cognitively demanding situations possible, and can it be trained?

In work with children, most of the research has focused on the preschool years, perhaps because of interest in the early emergence of EF. Researchers have studied inhibition the most, perhaps because of Luria's early work in this area, the involvement of the prefrontal cortex—an area of great interest to cognitive neuroscientists, and the importance of learning to control impulsive behaviors during the first few years of life. In adulthood and aging, there has been a remarkable explosion of research on EF in recent years, including studies of neuronal activation as correlates to explain age-related differences.

How might EF research on middle adulthood/aging and childhood and adolescence inform and enrich each other? A recent review of the developmental aspects of EFs (Best & Miller, 2008) identifies the following intriguing findings about EF in children or adolescents that raise interesting questions about changes at the other end of the lifespan, during aging: (1) The three foundational EFs have different developmental trajectories during childhood and adolescence. There is relatively little information about their trajectories during early adulthood and middle age, but it seems clear that EF related to inhibition of goal-irrelevant information from working memory declines with age and is related to a number of age-related processing deficits (Zacks, Hasher, & Li, 2000); (2) The components of EF appear to follow a developmental sequence in their periods of rapid development. Inhibition improves rapidly during the preschool years and planning may be the last to develop, with working memory and shifting in between. As noted, inhibitory aspects of EF are affected by aging, and task-switching appears to be manifested in global but not local switch costs, indicating reduced EF flexibility in old age (e.g., Spieler, Mayr, & LaGrone, 2006). Less is known about planning and aging. (3) Culture appears to have some impact; for example, EFs appear to develop earlier in Chinese children than U. S. children (e.g., Sabbagh et al., 2006). Are cultural differences apparent during aging as well? (4) During childhood, EFs predict both school performance and certain social behaviors. During aging, what important aspects of daily functioning are

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Teaching Tips: THE ICLICKER....COMING TO A CLASSROOM NEAR YOU!

Submitted by Susan Charles

How do you reach the student in the back of the large lecture hall? Teaching a seminar with twenty students allows me to connect with my students: I ask each one questions, grade them on participation, and even remember their names. A sixty person class is more challenging: I know the people in the first row who come to class ten minutes early: they ask questions and make comments about the past lectures. The other fifty-five people include a familiar face every now and then of a person who attended office hours, asked a thought-provoking question, or wrote an interesting term paper. When the numbers swell to over one hundred, however, my attempts at connecting with the students during the lecture are challenging at best. The ten minutes prior to class are filled with people coming up and asking questions about grading, the timing of mid-terms, or extra credit queries. When I am not answering tactical questions, I am usually scrambling to organize a multi-media presentation that will keep my students interested...or at least awake. In my class of four-hundred students, the room is dark in the back. Unless I attempt to walk up and down the stadium seating and lecture at the same time (harder for me than it once was), distinguishing facial expressions in the darkened, stadium-tiered lecture hall is difficult. The situation reminds me why I never attempted to learn the Facial Action Coding System. Everything is a blur. I would like to think I'm connecting to these students, but the only information I receive from them is in the form of work unconnected to the students, in the form of papers and tests I see in the privacy of my office. Apart from a question now and then, we can hardly call this an example of the "interactive learning environment" so encouraged by the university these days. Four hundred students. An eighty-minute lecture twice a week. Not so much interaction.

Luckily, however, technology has entered the classroom. This past year I was introduced to the iclicker. The iclicker (<http://www.iclicker.com/>) is a device that was required for all students taking my introductory psychology class. This device has an on-off button and buttons labeled A through E. After purchasing an iclicker, students go to its website and register the device so that the iclicker's code number is paired with the student's name. The professor uses a little black box (it's actually black and grey) from iclicker that is the size of a paperback book and about the same weight. This device is plugged into a computer at the front of the room. Once it's turned on, a little start/stop/display window the size of the average house key comes to the screen. I generally move it to the upper left hand corner of my PowerPoint presentation and ignore it until I ask the students a question.

My questions can range from something requesting the students' opinion and answered with the A button for yes and the B button for no, or a multiple-choice question to ensure that students have understood the information I just presented. As long as students can answer the question with an A, B, C, D, or E, I can use the iclicker. After I ask a question, I press the start button on the computer, the computer tallies up the responses until I press stop, and then I press display. A histogram then displays the responses on my computer screen, projected for all to see. In the meantime, a small flash drive attached to the computer has a program that is creating a database (read in excel) that codes which iclickers are providing responses. With these data, you can then give students points based on whether their iclicker was used in class. You can also opt to only give students point based on whether they get your question correct, and you can keep a record of their responses. This style allows professors to administer, and score, pop quizzes.

I give students participation points, as calculated by how many times they used the iclicker in my class. Instead of getting a show of hands in my darkened classroom where I frantically ask my teaching assistants whether the "yes" or "no" vote was more popular, I have the information displayed on the screen where both the students and I can evaluate it. Students seem to enjoy using the device, and I know how many people are attending my classes every week, and how they are understanding, or not understanding, my lectures. They also know that I have heard their response, even if it is presented in the form of a huge histogram.

More and more professors are using iclickers at my university. The same student can use one iclicker for all of his or her classes across multiple quarters. Most of my students had used the iclickers for another class, so they did not have to buy the device again for my classroom. And, my university has devoted some technological specialists to teach the less technologically competent professors (like me) to use the iclicker, and to drop off the "black box" prior to the teaching quarter and pick it up after finals. In this way, I did not have to purchase any supporting materials for the iclicker, and there was always someone to help me if I had any technological difficulties.

The iclicker is easy, and it allows the professor to tap into the opinions of the students. I highly recommend the iclicker to all of you who teach large classes. The iclicker provides a voice, albeit a voice limited to A, B, C, D, and E, to even the shyest undergraduate sitting in the darkest corner of your lecture hall.

APA Council of Representatives Report Submitted by Bob Knight

The main aging related item on the agenda was the CONA proposal that the 2009 diversity training for Council and boards and committees in APA governance focus on aging. The motion passed without discussion.

President Kazdin recognized Norman Abeles' five decades of service to the profession of psychology, including his service as President of APA in 1997 and establishment of the Committee on Aging and the APA Office on Aging, which celebrated their first decade at this annual meeting by presenting Dr. Abeles with an APA Presidential Citation. Dr. Abeles is also, of course, one of our current Council Representatives.

The task force report on mental health aspects of abortion was received by Council. The report has received some attention based on a perception that it follows a pro-choice political agenda. The task force perceives the report as being based on existing psychological science and as primarily noting that the science on this topic is largely flawed.

As part of the ongoing strategic planning process, Council adopted a new and more succinct mission statement. The sense of that statement is as follows [This is close to verbatim, but there may be minor differences in my wording.]: The mission of the APA is to advance the creation, communication, and application of psychological knowledge to benefit society and improve people's lives.

A group of members opposed to psychologists' involvement in interrogations that violate international and human rights standards has successfully mounted a petition to put a motion to vote by all APA members to make working in such settings a violation of APA standards. This is the first time that this procedure has been used in APA history. While Council has affirmed its support for these standards with regard to psychologists' behavior, the item for vote makes working in settings or for groups where such interrogations take place a violation.

Council voted to support a psychologist recruited in tandem with International Union of Psychological Science to work at WHO on the coming revision of the ICD diagnostic system's mental health section.

The report of the task force on relations between psychology researchers and Institutional Review Boards was accepted by Council. The report calls for increasing communication and conveying to IRBs the generally low levels of true risk to human subjects in psychological research and the perception of many researchers that IRB standards developed for biomedical research are not appropriate for much of psychological research.

Norman Anderson, CEO of APA, assured Council in response to questions from the floor that the briefly published plan to charge authors for the deposit of journal articles based on NIH funded research in PubMed has been completely abandoned. The underlying issues will be addressed by the Publications and Communications board and go through the usual governance process. The underlying issues include the financial impact of the federal open access policy on copyright and finances in APA's journal publications program.

APA Presidential Candidate Statements

Statements specific to adult development and aging from the APA Presidential Candidates can be found on the Division 20 website:

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

D20 Executive Committee Meeting Minutes
August 16, 2008 8 – 9:50 am
APA Annual Meeting, Boston, MA
Submitted by: Joan McDowd

Members present: Ron Abeles, Jane Berry, Joseph Gaugler, Christopher Hertzog, Scott Hofer, Derek Isaacowitz, Bob Knight, Becca Levy, Peter Lichtenberg, Mara Mather, Joan McDowd, Lisa McGuire, Shevaun Neupert, Brent Small, Ron Spiro, Liz Stine-Morrow, Robin West, Susan Whitbourne, Liz Zelinski

Guests: Fredda Blanchard-Fields, Leah Light, Patricia Kobor, Debbie DiGilio, Diane Elmore

The meeting was called to order by President Chris Hertzog.

The first order of business was Committee Reports.

Elections

Jane Berry announced and congratulated the new officers. She also offered thanks to all who stood for election, and to George Rebok and Becky Allen for their work on the committee. Jane reported that the # ballots cast were 237 out of 820 members eligible to vote. Next year elections will be held for 2 members-at-large, the president-elect, and treasurer. She encouraged all members to feel free to self-nominate or nominate colleagues for these offices.

Treasurer

Scott Hofer reported that for the year, income about equaled expenditures, so balance is maintained. The investment account is earning less, but in general things are fairly stable. Student dues are less than in previous years, which may be an issue for membership. Scott proposed the same budget last year as this year. Dues increase was thought to be unnecessary. The question was asked about whether *Psychology and Aging* subscription as a benefit was helping membership. It was felt that it was too early to tell for sure.

Membership

Joe Gaugler is actively working on a variety of strategies to increase membership in Division 20. He reported that D20 membership is declining at a rate slightly faster than the decline experienced by APA. APA has dropped 6%; D20 is approx 11%. Joe has a variety of action plans that he can implement, but the problems may be larger. In his communications with members leaving D20, one of the major reasons is the lack of perceived benefit of belonging to APA. Joe suggested that the D20 web page should advertise the option of belonging to D20 without belonging to APA. Scott suggested we check the D5 web page to see how they advertise this fact. Concern was also expressed about how fewer members would affect D20's hours at the convention.

Division 20 now has a new membership brochure, which everyone agreed looks very good.

Joe is actively sending emails to try to recruit members. He contacted all Psi Chi mentors and got some good responses about publicizing D20 to students. He also contacted Sigma Phi Omega (gerontology honor society) and will be publicizing through them.

Lise Abrams has been sending new listserv members to Joe, and he follows up with stuff about D20. He also emails those who publish in *Psychology and Aging*, and in the *Journal of Gerontology: Psychological Science*.

Joe noted that the D20 newsletter typically publishes new members list. Joe asked that newsletter chairs communicate directly with APA to get the list, rather than going through him, to increase efficiency.

Ideas were generated to try to increase membership: EC members are encouraged to recruit new members. Chris suggested that we circulate a student listserv. Someone indicated that someone tried this before, but no details were available. Joe also noted that several APA divisions have been growing; Joe will contact them to see if they have particularly good strategies that might work for D20. Scott suggested that we find ways to market the benefits of D20 membership more strongly. It was suggested that those who go to GSA and have booths might take the opportunity to advertise D20 there.

The EC congratulated Joe on all his hard work on behalf of the Division.

Awards

Brent Small thanked Becca Levy for her work as committee cochair. Brent announced that he will award the first McMillan award for PD research. This is a joint award between D40 and D20.

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A different process was carried out for the student poster award this year. Brent received a spreadsheet of top ranked student posters from the Program Committee chairs. The top 7 students were invited to submit the poster by Aug 1. They did so, and the Awards co-chairs reviewed them and chose the winner.

Brent noted that there were very few applicants for the faculty awards. Liz Zelinski suggested phone calls as ways to recruit more applicants. It was also suggested that the application process be simplified. It was suggested that an email be sent to D20 Fellows to make nominations, including a list of prior winners. It was also suggested to carry forward previous year's applicants for 3 years. That idea was approved and will be added to the Handbook.

It was noted that John Santos retired from the RRF recently. It was suggested that he be contacted to discuss the future of the awards.

Continuing Education

Shevaun Neupert gave the report on Continuing Education activities. The Division is sponsoring three recent or upcoming workshops.

1. **End-of-Life Care and Bereavement: What Clinicians Need to Know**
Location: National Clinical Geropsychology Conference (University of Colorado at Colorado Springs)
Dates: July 10-13, 2008
Presenters: Multiple
2. **Assessment and Management of Suicide Risk Across the Lifespan**
Location: APA Convention
Date: August 13, 2008
Presenters: Amy Fiske & David Rudd
3. **Analysis of Daily Diary Data using Multilevel Modeling**
Location: GSA Convention
Date: Friday, November 21, 9:00 – 1:00
Presenter: Martin Sliwinski

Education Committee

A written report was submitted and circulated to EC members. The content of the written report is included here:
Members: Alison Chasteen (Co-Chair), Mindy Baker, David Mitchell, Kristi Multhaup (Chair), Rick Scheidt

Kristi wrote the Teaching Tips columns and worked with Michael Marsiske to get our archive of Teaching Tips columns posted under the "For Educators" section of Division 20's web site (see <http://apadiv20.php.ufl.edu/teachtips.htm>).

Alison is in the process of updating the Division 20 Graduate Guide, including at least 13 updates or new entries. At the end of August, this update can be viewed at (<http://apadiv20.php.ufl.edu/guides.htm>).

Mindy is collating possible additions to the education video list which can be viewed at <http://apadiv20.php.ufl.edu/vidlist.htm>.

David updated the list of textbooks in adult development and aging (see <http://apadiv20.php.ufl.edu/txtbk.doc>).

Rick is collating possible additions to the list of cinematic films that can be found at <http://apadiv20.php.ufl.edu/cinema.doc>.

Council

Bob Knight reported that the only item related to aging was that diversity training for council members and consolidated governance will now include diversity training on aging. CONA had proposed this, and it passed without discussion.

Council is currently working on strategic planning; mission and vision statements are being developed.

The issue about psychologists working in settings that could involve torture is still controversial. APA has endorsed the Geneva Conventions, but one group within Council wants to make it against APA policy for psychologists to work in places where interrogation and torture take place. Others raised the concern that this creates a dangerous precedent for banning where people work rather than what they do. No action was taken.

The upcoming ballot will include the issue of whether ethnic minority psychology groups should become regular APA Council members (currently they are non-voting members). For this issue to pass, it needs a super-majority of votes, and fell short of that by a small number on the last ballot. It is hoped that the measure will pass on the next ballot.

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The APA web site is being revamped to improve its usability for members. A display is available in the convention center for review and feedback.

The new ICD10 revision committee will involve a psychologist, which hasn't been the case in the past. This was felt to be a significant advance for psychologists.

Dementia Assessment

Norman Abeles gave some background on renewing the guidelines for dementia assessment. The project is under way, and CONA is providing the infrastructure for the project.

CRSPP

Divisions 20 and 12/2 applied in the past for specialty status for clinical geropsychology, but were turned down about 4 years ago. One weakness noted at the time was the lack of a training model. There is now the Pike's Peak training model, which will soon be published. COGTP and PLTC support re-applying for specialty status at this time. Bob is somewhat optimistic about approval. He asks that D20 support going forward with the process at this time, and provide a representative to help with the application revision process. The request was unanimously approved.

Science Gov't Relations / Science Directorate

Patricia Kobor, liaison to APA Science directorate, came for part of the EC meeting. She deals with issues related to grant getting, student training, etc. and is open to people contacting her about these issues. She talked about the difficult political situation making additional funding for NIH nearly impossible. She thinks some positive changes will be coming in the future, hopefully by the middle of next year. She also noted that changes to NIH peer review process are being considered, to improve the process.

APA Publication

Leah Light and Fredda Blanchard-Fields attended as guests to provide info on NIH/APA publication issue. Leah provided background. NIH is requiring that grant-funded research results be made available at no cost to the public. Up to recently, this was voluntary (deposit with Pub Med within 12 months of a paper being accepted for publication). It is now mandatory. This is a money-loser for APA as APA sells manuscripts and reprints, licenses to libraries. This is interpreted as a governmental taking of a product. APA is considering a policy of charging authors \$2500 to deposit manuscripts with Pub Med. This added cost to investigators caused great concern, as it was unclear where this money would come from. Some authors are saying they'll submit to non-APA journals. It was noted that the NIH is not opposed to paying for publication, if such costs are written into a grant. Leah thinks groups should organize a response to APA, and act in concert related to this issue.

Chris Hertzog talked to Neil Charness for his perspective. His take is that although it is understandable that APA wants to protect the revenue stream, it is not clear how much it would actually cost; or how they came up with the \$2500 figure. It was also noted that concern about the revenue stream loses perspective on the purpose of the journals, which is dissemination.

Leah pointed out that APA does incur costs for the review process. There are models elsewhere in the world for recouping these costs that might work.

Discussion was lively, on both sides of the question. Fredda commented that a great concern is for quality of articles in *Psychology and Aging* if grant-funded authors submit their papers elsewhere. Joe G. asked if there were any benefits to the author. None could be identified. Pat Kobor commended our group for discussing the APA publication issue. She also mentioned that it is the public who is asking for access to the information, not other scientists.

It was suggested that we draft a statement of concern to the APA Publication. Chris H. will spearhead this effort, documenting the particular effects on D20.

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APA Committee on Aging (CONA)

Debbie DiGilio circulated a handout of CONA activities, and briefly described the highlights. Dementia guidelines revision task force members were announced. It will be managed under the auspices of CONA. The task force is charged with developing guidelines to incorporate developments in the field of dementia in the last ten years.

Peter Lichtenberg will be D20 liaison to CONA and chair of CONA.

APA Public Interest Government Relations Office (PI-GRO)

Diane Elmore circulated a handout describing Aging Policy updates that her office is working on. She highlighted two projects in particular: The PI-GRO worked with the Senate Health, Education, Labor and Pensions Committee to include mental health and aging in the Positive Aging Act. This legislation is promotes integrated health care for older adults, including both physical and mental health.

The PI-GRO is also working with congressional leaders to highlight the importance of including psychologists as providers in geriatric health care.

Convention within a convention

Liz Zelinski described the request from APA President Jim Bray, for 2 hour donation of conference time for a "convention within the convention", focused on scientific psychology. President Bray sees this as a mechanism to increase attendance of scientists at APA. Liz expressed concern about giving away convention hours.

Scott Hofer shared what he learned about this initiative at the Division 5 meeting. If we give the hours, we get representation on the group that decides on the special program. We could collaborate with other divisions.

Liz will communicate with Bray and say we're interested, we see advantages, but have some concerns. She will ask for additional information to clarify and then the EC can make a decision. One idea would be to ask for a % of hours from Divisions, instead of absolute numbers since our division has few hours. A straw vote was taken on support for giving the hours. Support was given as long as concerns can be addressed.

The Executive Committee Meeting was adjourned at 10 am

Additional items from Division Business Meeting

1. Fellowship – Susan Whitbourne encouraged everyone to think about nominating fellows. Deadline is December 1. New fellows were announced and congratulated: Philip Allen, Shane Bush, Silvio Canetto, Derek Isaacowitz, Derek Satre. Susan has fellowship applications available here, as well as e-versions.
2. Awards: Brent Small & Becca Levy. Becca thanked the RRF for supporting the awards, and also the reviewers who helped assess applications. Becca presented student awards. Brent presented the faculty level awards. He announced names and read excerpts from nomination letters. Sherri Sussman co-presented the Springer early career accomplishment award.
3. CONA – report on 10 years accomplishments was circulated. It was announced that Norm Abeles will receive a presidential award for his work with APA and CONA. Liz Zelinski and Debbie DiGilio are also working on obtaining support for the Division from relevant philanthropies. Liz asked for any leads to potential sponsor philanthropies should be forwarded to her.
4. Rosemary Blieszner and Chris Hertzog thanked Debbie DiGilio for all the work she does for psychology and aging through CONA. Rosemary presented Debbie with a plaque in appreciation for all her work for aging.
5. New Business
 - a. Joan Erber asked if there was any discussion about Psychology and Aging subscription being tied to D20 membership. She noted that it makes division membership more expensive if you don't subscribe to any other journal. Chris suggested that we send an email to the listserv to see if others are similarly concerned.
 - b. Liz Z. presented a gavel thanking Chris for his service as president of D20.

Division 20 Award Winners
Submitted by Brent Small and Becca Levy, Awards Committee Co-Chairs

The Division 20 awards committee would like to thank the Retirement Research Foundation (RRF), the Margret M. and Paul B. Baltes Foundation, and the Springer Publishing Company for their generous support of the Division 20 awards program. In addition, the awards committee would like to thank Carolyn Adams-Price, Liat Ayalon, Lisa Brown, Soyeon Cho, Alice Cronin-Golomb, Adam Davey, Guyla Davis, Bert Hayslip Jr., Angie Hochhalter, Carole Holahan, Lori James, Donna LaVoie, Lynn M. Martire, Anne McLaughlin, Marita O'Brien, Ann Pearman, Karen Rodrigue, Olga Rosito, Victor Molinari, and Raymond Shaw for their assistance reviewing the Division 20 student awards.

The awards committee is pleased to announce the recipients of the 2008 awards:

Award: Baltes Distinguished Research Achievement Award

Recipient: Dr. David F. Hultsch, University of Victoria

Award: RRF - M. Powell Lawton Distinguished Contribution Award for Applied Gerontology

Recipient: Dr. Forrest Scogin, University of Alabama

Award: Springer Early Career Achievement Award in Research on Adult Development and Aging

Recipient: Dr. Anthony D. Ong, Cornell University

Award: RRF Mentor Award

Recipient: Dr. Helene Fung, Chinese University of Hong Kong

Award: The Walter G. McMillen Memorial Award for Parkinson's Disease Research

Recipient: Ms. Ania E. Mikos, University of Florida

Award: RRF Award for Completed Undergraduate Research

Recipient: Sarah E. Ainsworth, BA, University of Florida

Award: RRF Award for Proposed Undergraduate Research

Recipient: Kelly G. Giles, BA expected in 2009, Davidson College

Award: RRF Award for Proposed Masters Research

Recipient: Gloria Luong, BA, University of California, Irvine

Award: RRF Award for Completed Masters Research

Recipient: Elliot M. Tucker-Drob, MA, University of Virginia

Award: RRF Award for Proposed Doctoral Research

Recipient: Kristin J. August, B.S., University of California, Irvine

Award: RRF Award for Completed Doctoral Research

Recipient: Uraina Clark, Ph.D., Boston University

Award: RRF Award for Proposed Post-Doctoral Research

Recipient: Julie M. Bugg, Ph.D., Washington University

Award: RRF Award for Completed Post-Doctoral Research

Recipient: Christina Röcke, Ph.D., Brandeis University and University of Zurich

Award: RRF Student Poster Award

Recipient: Matthew C. Shake, M.S., University of Illinois-Urbana/Champaign

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most impacted by EF? (5) The advantage, for kindergarteners' EF, of being native bilingual (Carlson & Meltzoff, 2008) holds for elderly people as well (Craik & Bialystok, 2006). But to what extent is the impact of bilingualism altered by being overlaid on aging effects on the brain? (6) Do EFs undergo both quantitative and qualitative changes during aging, as they do during childhood and adolescence? Examples of quantitative change are increased working memory and improved inhibition of perseverative errors. Examples of qualitative changes are the acquisition of metacognition (e.g., slowing down after making an error after a shift) and changes in brain organization (e.g., increased localization of activity in the frontal cortex).

In the other direction, a recent study of children illustrates how research on elderly people helps us "look outside the box" in order to identify developmental processes involved in children's EF. Research with the elderly suggests the importance, for the development of EF, of certain types of experience rarely examined in child populations. Specifically, aerobic physical activity in an elderly group enhances their EF abilities, relative to a stretching and toning control group (e.g., Kramer et al., 1999; see Hertzog et al., in press, for a review). This effect recently was found as well in school-age children (Davis et al., 2007; Davis et al., 2008). Such information is important for current debates about recess, after-school activities, sports programs for both boys and girls, and the "obesity epidemic." With adult development, benefits of aerobic exercise for EF reinforce the argument that, whatever the effects of aging, adults operate within a zone of possible performance and that levels of performance can be enhanced through exercise, and probably through intellectually engaging activities as well.

Regarding other aspects of cognitive control, strategic behavior, which has been studied intensely for many years in both child and elderly adult populations, seems an excellent candidate for cross-lifespan comparison and integration. For example, strategy variability and choice, often studied in microgenetic designs, is a central theme of recent strategy research on children. Such an approach seems fruitful for research on aging as well. In addition, a research approach that focuses on children's strategy production and utilization deficiencies—the emergence of a "good" strategy that does not yet enhance performance (e.g., memory)—has proven useful towards understanding adult development as well (see below).

Metacognitive Development Across the Life Span

Metacognition is characterized as a process by which control over cognition, perhaps through EF, is influenced by individuals' monitoring of the cognitive system so as to achieve adaptive self-regulation (Nelson & Narens, 1990). It also involves the application of knowledge about self, task, and situation to select and change processing strategies to achieve performance goals (Flavell, 1979). Metacognitive development during childhood is characterized by improvements in the accuracy of monitoring mental states, as well as increased epistemic knowledge about the nature of mind and privileged access to internal experiences (i.e., "theory of mind"). In adulthood, there is good evidence that monitoring of mental states is spared, even when cognition itself is impaired (Hertzog & Hultsch, 2000). Thus, adult development does not mirror child development. Furthermore, aging is often accompanied by negative beliefs about cognitive ability which may be driven by aging stereotypes. Although beliefs and implicit theories influence children's goal pursuit (e.g., Dweck, 2006), the content of older adults' beliefs are an emergent property of awareness of deficit and age-graded stereotypes that presumably do not affect children's cognition.

Another interesting difference between metacognitive development in children and adults is the fact that children show decided improvements in strategy use and in effectiveness of strategy use from ages 8 through 13, with major positive effects on cognitive performance (especially in the domain of memory). That is, as children mature they shed production deficiencies and utilization deficiencies that constrain their performance (Flavell, Miller, & Miller, 2002, Ch. 7). Older adults, on the other hand, show only mild strategy production deficits, despite major changes in cognition, and there is little evidence that older adults implement strategies such as interactive imagery in an inefficient manner (Hertzog & Dunlosky, 2004). A recent life-span study of the training of interactive imagery is relevant here, both for its relevance and as an illustration of the benefits of life-span research (Brehmer et al., 2007). Although Brehmer et al. (2007) showed that both young children and older adults have lower associative memory performance than young adults, a training manipulation revealed different patterns of age-related differences. Extensive strategy training improved children's strategy use and memory performance, but benefitted older adults' memory performance to a much more limited extent. Such findings suggest that, in old age, emergence of issues with associative binding or with retrieval deficits play a major role in constraining older adults' cognition that are not at issue with children or younger adults (Hertzog,

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Dixon, Hulstsch, & MacDonald, 2003). In old age, there may be a greater need for new strategies during encoding and retrieval to compensate for age-related declines in retrieval mechanisms.

Older adults are also more susceptible than younger adults to source monitoring problems and false memory effects (e.g., Roediger & Geraci, 2007; Johnson & Raye, 2000), and are less likely to apply EF-based strategies to disambiguate source misattributions. Age-related declines in EF may play an important role in this process. Indeed, effective training to avoid misattributions about memory (e.g., mistaking familiarity for recollection of a prior event) probably requires heightened use of strategies to create distinctive memory traces at encoding, along with a distinctiveness heuristic that avoids memory illusions (Jennings & Jacoby, 2003). In this sense, old age is not simply a regression to childhood. Instead, childhood is characterized by ease of forming new associations and memories, but improvements in memory control with development of EF. In contrast, old age is characterized by emerging deficits in binding and retrieval access to recollective information, requiring additional EF-based strategies to overcome these issues. Thus, to the extent that age-related impairments in EF are greater for some older adults, these “low frontal” older individuals are at heightened risk for cognitive failures and memory illusions (Roediger & Geraci, 2007; Souchay et al., 2007).

Conclusions

Just as the field of psychology has become enriched by its increasingly interdisciplinary nature in recent years, so can it be enriched by intergenerational research that examines phenomena from the multiple perspectives provided by research on different points of the life-span. Such work could draw attention to similarities and differences between the age groups regarding what aspects of cognitive control are studied (*content*), what developmental *mechanisms* have been identified, and what *functions* cognitive control serves in daily lives. Moreover, such work could direct attention to biological or experiential contributions that may be the same or different in the various age groups.

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Announcement
Submitted by Shauna R. Cooper,
Director, Behavioral and Social Science Volunteer Program

SEEKING BEHAVIORAL AND SOCIAL SCIENCE VOLUNTEERS

The American Psychological Association's (APA) Office on AIDS is currently recruiting volunteer consultants to support its Behavioral and Social Science Volunteer (BSSV) Program. The program's purpose is to improve the capacity of community based organizations (CBOs), health departments (HDs), and community planning groups (CPGs) to design, adapt and/or evaluate effective HIV prevention interventions for communities of color.

Prospective volunteers should possess the following criteria:

- master's or doctoral level degree in behavioral or social science;
- representative of a minority ethnic/racial group;
- experience with/knowledge of HIV prevention science and its application among communities of color; and
- personal desire to give back to local communities to reduce the further spread of HIV.

While HIV prevention staff of CBOs and HDs are working diligently to end the epidemic, local psychologists, sociologists, anthropologists, social workers and public health experts are needed to team up with these providers and share their expertise to ensure that programs are scientifically sound and culturally competent.

Volunteers of the BSSV Program will receive the following benefits:

- training in state of the art science and service delivery around HIV prevention for communities of color;
- opportunities to learn from and network with national experts;
- opportunities to help facilitate and apply knowledge in community settings that are practical, useful and time efficient; and
- be a part of an activist group of social scientists who are committed to improving the health of communities disproportionately affected by HIV.

For more information about this program, please contact Shauna Cooper at scooper@apa.org or 202-336-6176. Thank you for considering this request.

**When your APA apportionment ballot for council
representation arrives in mid-November, be sure to**

**Vote
10
for 20!**

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