

# Adult Development & Aging News

Volume 30, Number 3  
Spring 2003

## 20 DIVISION

### Inside:

- 1 **President's Message**
- 3 **Executive Board Minutes**
- 4 **Executive Board Candidates**
- 5 **Convention News**
- 5 **Awards**
- 6 **Feature Article**
- 9 **Teaching Tips**
- 18 **APA Council Report**
- 19 **Member Survey**

## President's Message

### A Personal Note

This last Thanksgiving holiday was to be a special get-together with my father, brother and family, and our children and grandchildren. Since GSA was in Boston, we had planned to go on to the family home in Maine. On the morning of first day of GSA, I learned of the death of my father. Ronni, Tony and I made our presentations and left for Skowhegan that evening. I write this as a thank you to those who spoke to me personally, sent notes, made contributions in memory of my father and to thank the Executive Committee, who sent flowers. I want to remind all of you that we never know when we will see our parent or a significant other for the last time, or which telephone conversation will be the last. In my case, the phone call was a little over a week before my father's death, and my last visit was August when we had a week to spend with my Dad. It was a good visit with conversations, meals together and just hanging out; but looking back on that visit, it just did not seem long enough. At the age of 94, my father lived in his own home and would have dinner and spend the

evening with my brother Richard and his wife Florence. Dinner was always a family event with children, grandchildren and friends. I can never thank them enough for providing such loving care to our Dad on a daily basis.

At my father's funeral, I made some remarks in celebration of his 94 years and his independence, with some formal help in his last year and ongoing family support. My mother died in 1995 at age 85; here again, until her death, she had had a fulfilling lifestyle. Her last year was not easy, but my father served as a care-giving spouse and, with some formal help, she remained at home until the last two months of her life. We all pulled together in supporting her choices. I mention this in this column to remind each of us to take advantage of precious family moments and to get together with loved ones when you can. I will always remember my mother saying from her hospital bed, "Harvey, you cannot do enough to train people to care for older people." As



Harvey L. Sterns, Div. 20 President

psychologists in aging and gerontologists, we should all understand this on multiple levels.

### Thank you to the Executive Committee

I would like to formally thank Ron Abeles and Bob Knight and all the members of the Executive Committee for carrying on in my absence at the mid-year meeting at GSA. As you will see in the minutes in this issue, there are many important topics under consideration and actions taken or to be taken.

### International Symposium on Public Policy, Aging and Work

On December 17-19, I traveled to St. Catherine's College, University of Cambridge, UK as one of five delegates from the U.S. to this meeting with eleven countries being

*Continued on p. 2*

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

*President's Message  
continued from p. 1*

**Adult Development & Aging News** is co-edited by Jennifer Margrett, Julie Hicks Patrick & JoNell Strough, all at the Department of Psychology, Life Span Development West Virginia University. [www.as.wvu.edu/psyc](http://www.as.wvu.edu/psyc)

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

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

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



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

**Note From Co-Editors:**  
We thank those who contributed to this issue. We encourage division members to send us announcements of general interest and short provocative pieces. If you have an idea for a feature article, please contact one of us.

represented. I was part of the work group on maintaining working capacity among older workers. There is considerable discussion in Europe regarding commitment to continuing mandatory retirement at present set ages. Thinking may be evolving more in line with the U.S. in terms of people working longer out of necessity or choice. A number of countries have adopted Age Discrimination in Employment Acts and others are considering such legislation in the future. When a summary report is available, I will post it on the listserv.

#### **We Must Not Lose Our Resolve**

This fall and winter has been a time of challenge. It is sobering to hear that state governments have not been in such dire shape financially since the end of World War II. Current state finances are having profound effects on aging services at the state, regional and local levels. We all need to be advocates for continued services and the restoring of resources. One bright spot has been the increase in training funds in geropsychology under the Bureau of Health Professions. We need similar support for research as well. At state universities, there are budget cuts, which can lead to a climate where smaller programs may be in danger. This is not related to gerontology per se, but gerontology can be caught in these problem situations. All of us in Division 20, our colleagues in other

divisions involved in aging, as well as APA's Committee on Aging, need to be advocates to continue and grow our aging related programs. It is ironic that, at the time we should be seeing continuing growth of existing programs and development of new programs, we may lose ground due to budget constraints. We must support the next generation of psychology and aging faculty and service providers. We need to meet the future needs of Departments of Psychology so that there are one or more specialists in aging to teach relevant courses in each department. This has been a goal for three decades and is not yet fulfilled.

Programs of research are being supported in the psychology of aging. Yet at the same time, I am being approached on a regular basis by many members of Division 20 regarding how aging research is faring in various study sections of NIH. Many researchers with good track records of funding are reporting much less success in obtaining funding. I am requesting that current information on funding outcomes be made available, and the results will be reported in the next edition of the newsletter. I would greatly appreciate hearing from as many Division 20 members as possible about their experiences over the last year, both positive and negative.

#### **Get Out The Vote**

Our nomination committee chaired by Chris Hertzog has an excellent slate of candidates for Division 20's upcoming election. This issue of the newsletter has biographical sketches of each candidate and their position statements. Please vote and support the future of our division. Sue Whitbourne and Paul Costa continue to remind all of us how important our apportionment vote is for our future. Don't forget: **10 for 20.**

#### **Join Us In Toronto**

Peter Lichtenberg as Program Chair and George Rebok as Cluster Representative have put together an outstanding program for Toronto. Greg Smith has revitalized Division 20's Continuing Education Program. Working with the Canadian Psychological Association, Al and Bonnie Dobbs, leading driving assessment authorities, are planning an outstanding program on aging and driving. This CEU opportunity is described elsewhere in this newsletter. As you all know, the next newsletter will present the Toronto program in depth.

#### **A Note Of Thanks**

To our colleagues Jennifer Margrett, Julie Hicks Patrick and JoNell Strough – Co-Editors of this newsletter — I want to thank you formally for all your hard work. All of the members of Division 20 are most appreciative of your efforts.

## Division 20 Executive Board Meeting, Nov. 25, 2002

Gerontological Society of America Meeting, Chicago. Submitted by Jane M. Berry

**Attending:** Jacqui Smith, Peter Lichtenberg, Jane Berry, JoNell Strough, Michael Marsiske, Silvia Sorensen, Rosemary Blieszner, Jennifer Margrett, Julie Hicks Patrick, Sean Meegan, Susan Whitbourne, Liz Stine-Morrow, Ron Abeles, Carolyn Aldwin, Greg Smith, Judith Sugar, Bob Knight, George Rebok, Ron Spiro, Bert Hayslip.

8:05 a.m. Called to order by Ron Abeles; Harvey Sterns unable to attend and preside due to sudden death in family.

**Treasurer's Report (Liz Stine-Morrow):** Liz reported that a reinstatement of continuing education credit and a dues increase will help budget in 4<sup>th</sup> year of deficit spending.

**Program Committee (Peter Lichtenberg):** Electronic submission format worked well, garnering 120 submissions overall. Sue queried members about social event in Toronto for APA, 2003. George reported on cluster programming, the theme of which is "serving people we were taught to forget; from abstract to impact; applying theory to practice." The idea with clusters is to identify topics with broad appeal across divisions, as well as "hot" topics. Division needs to think ahead about types of clusters and different divisions with whom we're clustered. How can we cluster with like-minded divisions? Candy is contact person at APA for cluster questions (Bill Howell). Sue reported that for APA 2003, Sternberg has his own presidential theme, and that she (Sue) proposed a biopsychosocial theme with Lynn Hasher and Warner Schaie as featured speakers. If Halpern is elected next President, education will be likely theme and Division 20 should plan in advance to lobby her for aging themes that overlap with education.

**Awards (Ron Spiro; Dan Mroczek):** Web page announcing awards has been updated. Discussion ensued on funding pending grants, where to publicize announcements for awards (e.g., Division 20 listserv, Division 20 Newsletter). The need to monitor the number of applicants during the application process was identified; this would ensure that adequate numbers of applicants are obtained. A suggestion was made to consider direct mailing to potential student applicants. A question was raised and possible solutions posed regarding where and how to publicize the biosketches and position statements of candidates who are running for offices.

**Education Committee (Sean Meegan):** Sean reported on status of project to update the Guide To Graduate Study link on the Division website.

**Continuing Education (Greg Smith):** Continuing Education (CE) workshop on older drivers was approved for APA 2003.

**Council Report (Susan Whitbourne, Paul Costa):** Sue emphasized the need for everyone to vote in the upcoming elections, and asked that Division 20 members apportion their 10 votes to the Division ("10-for-20"). Discussed need to revise description of Division 20. Jane will post descriptions and solicit comments for 20 and other related or associated divisions (e.g., 2, 8, 12, 38, etc.). Sue encouraged members to run for Board and Committee positions and to be visible to state associations. The goal is to have aging people planted around the field.

**Internet/Listserv (Michael Marsiske):** Michael reports that all is operating smoothly at Division 20 website and its listserv.

**New Business:** Liz Stine-Morrow (Treasurer) reported on information that she had gathered in response to an inquiry that was raised at the APA 2002 Executive Board meeting about the Division dues increase. The inquiry was a concern related to the Division 20 budget deficit and the dues increase, and whether something could be offered to members to offset the dues increase. A Board member suggested that perhaps a subscription to *Psychology and Aging* be offered as a member benefit. Liz informed us that a substantial number of *P&A* subscribers are not members. A Board member suggested that advertisements targeting the group of *P&A* subscribers who are not Division 20 members could be placed in order to solicit increased membership. Discussion ensued. The benefits of membership in Division 20 are described in the membership application brochure. Treasury (Liz), Membership (Bert), Internet/Listserv (Michael), Newsletter (JoNell, Julie), and Education (Sean) will form subcommittee to work on this issue.

Carolyn Aldwin requested funding support from Division 20 (and Division 38) for a Conference on Aging and Health that is slated to be held at UC Davis (May 2003), the theme of which is older adults' vulnerability to psychosocial risk factors. The conference is oriented towards students, and seeks to bring in well-known researchers as speakers. A suggestion was made

*Minutes continue on p. 15*

## Candidate Statements and Biosketches Division 20 Executive Board

### Candidates: President Elect

#### Leah Light

I received a B. A. in Psychology from Wellesley College and a Ph.D. from Stanford University in Experimental Psychology. I am a member of the Psychology Department at Pitzer College in Claremont, California. My research interests lie in memory and aging, with a particular focus on differentiating aspects of memory that are relatively preserved in old age from those that are more affected. This research has been supported by grants from the National Institute on Aging, including a MERIT award, since 1981. I am a fellow of the American Psychological Association (Divisions 1, 3, and 20), the American Psychological Society, and the Gerontological Society of America, and a member of the Psychonomic Society and the Memory Disorders Research Society. I am currently completing a six-year term as Editor of *Psychology and Aging* and also serve on the editorial board of the *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

In the past I have served Division 20 as Student Awards Chair, Secretary, and Member-at-Large. As President, I would hope to promote research in psychology and aging, including not only cognitive aging broadly defined but also work targeted at improving mental and physical health and well-being. I would expect to work closely with members of the Division who have expertise in these domains and who have worked with APA Staff to further the diverse scientific and professional goals of Division members.

#### Mary Ann Parris Stephens

Throughout my career, I have investigated a variety of physical and psychosocial challenges associated with aging. The Department of Psychology at Kent State University has been my academic home since I received my doctoral degree from the University of Houston in 1980. My early training in Social and Health Psychology provided the foundation for my ongoing program of research on social relationships in the context of chronic illness. My work has revolved around issues related to the provision and receipt of social support within families having an older chronically ill or disabled member. My research program has been supported by grants from the National Institute on Aging and the National Institute of Mental Health.

As a member of APA and Division 20 for over twenty years, I have served our division in elected offices, including Treasurer and Member-at-Large. I have also served the division as APA Convention Program Chair, Chair of the Elections Committee, and I was recipient of the Division 20 Mentor Award in 1999. In addition to Division 20 (Fellow since 1998), I am a member of Division 38 (Health Psychology) and GSA's Behavioral and Social Sciences (BSS) section (Fellow since 1995). In Division 38, I am Chair of the Health and Aging Interest Group (which bridges Divisions 20 and 38), and in BSS, I have served on several governance boards and committees.

I was invited to join the editorial board of *Psychology and Aging* in 1993 and was the journal's Associate Editor from 1999 through 2002. I have served on the editorial boards of other journals, including *Journal of Gerontology: Psychological Sciences*, *Rehabilitation Psychology*, and *Journal of Social and Personal Relationships*. As Division 20 President, I would strive to strengthen our impact on aging-related research, education, practice and policy through promoting the visibility and vitality of our division. A high priority would be to attract new Division 20 members. Moreover, because the vitality of a division is significantly influenced by the diversity of its members, another priority would be to focus recruitment efforts on individuals from groups that have been under represented in Division 20, (e.g., gay and lesbian and ethnic minorities). Additionally, I would work to attract as members individuals from less traditional aging-related APA divisions (e.g., addictions, psychology and law, media psychology) by articulating the relevance of Division 20's initiatives to their professional interests and goals.

Another priority would be to include in division activities more individuals who have not yet served extensively, as well as those who have already made significant contributions. Including individuals with a broad range of experience offers our division the dual benefits of continuity and innovation. Attracting new and diverse members to augment the already strong and dynamic core of the division is essential if the division's impact, visibility and vitality are to continue to flourish. Division 20 has been my professional home in APA for many years, and I would consider it an honor to serve as its President.

*Candidate Statements continue on pgs. 11 & 12*

## APA 2003 Convention News

### Division 20 APA Program

Division 20 received over 110 submissions for this summer's APA program. We will be having two poster sessions, 7 symposia, and invited addresses from the Division 20 Research Award Winner in 2002 (Dr. Denise Park) and our President, Dr. Harvey Sterns. We will also have two social hours. APA will be putting out the final schedule, but we have sent out notifications about whether specific proposals were accepted. Stay tuned for the official program and for the Division 20 social event.

Peter Lichtenberg, Ph.D.

### Continuing Education

On August 6, 2003, Division 20 and the Canadian Psychological Association will co-sponsor a day-long CE program on medically at-risk older drivers preceding the APA convention in Toronto. Psychologists Al and Bonnie Dobbs from the University of Alberta will address the identification of medically at-risk drivers, the assessment of driving competence, and the consequences of driving cessation. The registration fee is \$250.00 (Canadian currency), and participating psychologists will receive 6 CE credits. **Division 20 is approved by the American Psychological Association to offer continuing professional education for psychologists.** Division 20 maintains responsibility for the program. For further details contact Dr. Greg Smith, Chair – Division 20 CE Committee (330-672-9993; [gsmith2@kent.edu](mailto:gsmith2@kent.edu)).

## Nominations Due for Awards (March 1, June 1, June 15)

Division 20, which offers one of APA's largest award programs (thanks in part to sponsorship of the Retirement Research Foundation), announces the availability of awards for students, faculty, mentors, and those whose work has enhanced the lives of older adults. Nominate your colleagues, mentors, students, or yourself for one of our awards.

If you are an established researcher, you may be eligible for the Distinguished Research Achievement Award. If it is early in your career, consider the Springer Early Career Achievement Award. If you have improved the lives of older adults, then you are eligible for the M. Powell Lawton Distinguished Contribution Award for Applied Gerontology. Nominations for these awards are **due June 1**.

Students, note that we offer 6 awards, ranging from \$250 to \$1500, to support proposed or completed research at the undergraduate, master's, and doctoral or post-doctoral levels (applications are **due June 1**). The Margret Baltes Doctoral Dissertation award is available to students who have (or will have) completed their doctoral dissertation between June 1, 2002 and May 31, 2003; nominations are **due June 15**.

Mentors, consider the Master Mentor and the Mentor awards, both sponsored by the Retirement Research Foundation (nomination letters are **due March 1**; remaining materials are **due May 4**).

Details on all these awards (including due dates, materials to be submitted, and contact information) are available on the Division 20 website at <http://aging.ufl.edu/apadiv20/awards.htm#members>.

## Feature Article: Master Mentoring

*Editor's Note:* Three colleagues (Toni Antonucci, Barry Edelstein, and William Haley) who recently received awards recognizing them as outstanding mentors were contacted and asked to provide their views on mentoring. Here are their comments.

**Toni Antonucci, Ph.D.**

**Professor**

**Department of Psychology**

**University of Michigan**

**Recipient of the Master Mentor Award from Division 20 (Adult Development and Aging)**

### MENTORING

Whether you are an academic or a clinician, a junior or senior professional, mentoring is one of the most rewarding and most difficult things we do. It is individualistic and idiosyncratic for both the "mentor" and the "mentee". As you might guess, good mentoring takes two, both parties must assume responsibilities for making the relationship work.

**The Mentor.** This is a term often used but rarely explained. I've always thought of the mentor's job as one to help the mentee set and fulfill his or her goals. At a practical level, it is useful to request that the person to be mentored think about and write down what they see as their long and short term goals. These goals are not set in stone. I often say that they can and probably will be revised. But they do provide a general guideline of what the person wants to achieve, a big first step in making the choices that will help achieve these goals. I think another important, practical and helpful tool is to set a definitive meeting plan. Even though they'll often have to be changed, at least they provide a structure for communication. At these individual meetings a variety of topics should be covered. The mentor should show appropriate concern for personal issues, but not be confused into thinking that it is appropriate to offer mentoring advice on private matters. Of course, there will be some exceptions to this last point, but I generally feel mentoring relationships should be professional ones. Remember a big part of the mentor's job is to be the person who "tells it like it is", and sometimes that is not positive news. However, one should not provide negative feedback gratuitously. If you can't figure out a way to improve the situation, then you probably shouldn't provide the feedback. Having mentioned some of the intricacies of mentoring let me also point out one of the best parts. There is a very special pleasure when someone you've mentored comes to share a success with you — be that a publication, a new job, a special award, or a significant promotion.

**The Mentee.** As the person being mentored, it is your job to figure out what works for you. Try to identify your goals as well as your weaknesses. Outline a plan; ask what you can do to help facilitate the mentoring relationship. Mentoring is really a give and take relationship. You should share your goals, your fears, your strengths, your weaknesses; not in a confessional way but rather in a professional manner. As much as possible you want to be helpful, not only to your mentor but to all those in the larger working group. Most work is not accomplished in isolation. You are usually part of a larger team that sets the tone for the general atmosphere within which you conduct your individual work. It is best to do all you can to make sure that there is a mutually supportive atmosphere. On the proactive side, I'd strongly recommend that you ask for help when you need it and that you keep your mentor informed of your activities. You don't want your mentor to find out about your activities from other people. It is a small world and somehow the word always seems to get out.

These are thoughts in a somewhat optimistic vein. But I am a realist too. I know that sometimes things just don't work out. At times there isn't a good match between the mentor and the mentee. In those cases, after giving it your best effort, you should really consider finding an alternative mentor or, if you are the mentor, suggest that a different mentor be found. Mentoring can be a joyful experience but it can also be excruciating. Don't prolong what is simply not working. Over the years, however, I've had many more positive than negative experiences. Mentoring relationships don't seem to end, they are relationships that continue over time. I would say that it is a true pleasure to share the evolution of a career. Mentoring really is the gift that keeps on giving.

**Barry Edelstein, Ph.D.**

**Professor**

**Department of Psychology**

**West Virginia University**

**Recipient of the Distinguished Clinical Mentorship Award from Division 12, Section 2 (Clinical Geropsychology)**

### MENTORING: MY MOST REWARDING RESPONSIBILITY

The word mentor can be found in the *Odyssey*, the epic tale written by Homer. The Greek hero, Odysseus, has a son named Telemachus, whom he entrusts to the care of Mentor, a family friend. Mentor serves as a guide and counselor for the young Telemachus, as do academic mentors today. Academic mentoring has many facets,

*Master Mentoring continues on p. 7*

*Master Mentoring continued from p. 6*

too many to discuss in such a brief essay. What follows is a brief discussion of mentoring, a characterization of a “good mentor,” and recommendations for ensuring a good mentoring relationship from the student’s perspective.

A good mentor has many of the characteristics of a good friend; someone upon whom one can always depend, who can offer honest feedback and do so compassionately, and with whom one can share even the most seemingly inane ideas without fear of personal disparagement. That is not to say that the ideas themselves will not be critiqued, as well they should be if critique is invited. One of the most difficult tasks of mentoring is tempering criticism with deserved praise. There seems to be a philosophy of academic preparation that criticism is important for the development of the psychologist, with praise often being neglected. This imbalance can unfortunately carry over to one’s role as a mentor, where praise might be even more important than criticism in the early stages of a student’s graduate career. I’ve spoken with many students over the years who have trained in a wide range of psychology departments who felt beaten down by their graduate programs by the time they graduated, in part due to the rich schedule of criticism and thin schedule of praise. I would like to think that most faculty members share my belief that one’s graduate career should be a journey of personal growth and the acquisition of critical skills and knowledge, rather than a rite of passage. Good mentoring can often ensure that this is the case.

What are some of the characteristics of a good mentor? Depending upon one’s goals or objectives of mentoring, some of the following behaviors might characterize a good mentor. The mentor offers career guidance in a timely fashion, does not abuse his/her power, treats students as junior colleagues, encourages students to attend conferences and present papers, facilitates endeavors, encourages students to advocate for themselves and through student representatives, models professional behavior across professional settings (e.g., department, professional conferences), makes time available whenever students need assistance, discusses with students the amount of guidance they believe they initially need and the amount of independence they would prefer, encourages student visibility around the department and engagement in departmental activities, encourages attendance at departmental social events, establishes a collegial atmosphere in which students can interact informally, establishes a relationship in which the student is a collaborator rather than merely a handmaiden for one’s research projects, encourages students to use advanced fellow students as informal mentors, seeks

ways of assisting students with hurdles as opposed to waiting for the troubled student to arrive with problems in hand, encourages students to attend conferences and meet graduate students working with colleagues at other universities as a way of beginning professional networking, encourages collaboration among students at other universities (e.g., develop symposia with students from multiple universities), and encourage students to contact faculty at other universities when additional informational resources are needed. These are but a few of what I consider good mentoring behaviors.

Now let’s turn to the question of what a student can do when the mentoring relationship is not meeting the student’s needs. As a colleague, Jennifer Margrett, recently noted, every mentoring relationship can’t be an enduring professional and rewarding personal relationship. However, students can make the best of what might be a less than ideal mentoring relationship. Each student brings different needs and experiences to the mentoring relationship. Perhaps the most important point to consider is that mentoring is a reciprocal process whereby student and mentor learn how best to work effectively. Each influences the behavior of the other. To the extent that information is not shared, the mentorship can suffer. Thus, the student bears some of the responsibility for developing a good mentoring relationship by informally teaching the mentor what works best for the student. That is, when the mentor engages in effective mentoring behaviors, the student should communicate that to the mentor. The student must also communicate what is less than effective or what is needed. It is important that the student not treat the mentoring relationship as a guessing game or trial-and-error learning experience for the mentor. For example, if a student finds it difficult to meet lengthy deadlines established by a mentor, then the student should take the responsibility for communicating this to the mentor. The initial deadline length may have worked well for several other students. No size fits all. The mentor might recommend, for example, that a ten day deadline be changed to several shorter deadlines that the student finds more effective (e.g., five two-day deadlines). A student may also find a total absence of needed guidance under some conditions. For example, if a student is struggling with the initiation of a writing project, it would behoove the student to seek out the mentor for assistance rather than waiting until the mentor is dissatisfied with the lack of progress. Help from the mentor can range from offering suggestions to scheduling “writing time” in the mentor’s office. If the student is reluctant to offer feedback or seek out the mentor with what are seemingly trivial problems, it is important for the student to remember that a good

*Master Mentoring continues on p. 8*

mentor has the student's best interest at heart. A good mentor is a trusted guide and a counselor, but not a reader of minds.

A word about problematic interpersonal relationships between students and mentors is worthy of some attention. Students and faculty rarely have sufficient information about each other to make informed assessments of how well their interpersonal styles will fit in the future. Conflicts between students and mentors are not uncommon, and might be more common if students felt more secure in their status in their graduate programs. My impression is that more often than should be the case, students unfortunately grin and bear it when bad situations exist. This is particularly the case in departments where students are admitted to work with one faculty member and are expected to remain with that faculty member. In some cases, financial support is tied to a particular faculty member. Thus, some students can be trapped in relationships with no apparent way out. There is no simple solution for students, as each relationship is unique. Depending upon the severity of the problem, students can seek assistance from their graduate program director for severe problems, or from another trusted faculty member for less troublesome problems. Perhaps most important, students should address problems as soon as possible, beginning with a discussion with the mentor. If such discussions fail to remedy the problems, then guidance from others can be sought. This is one of several reasons why it is always a good idea to develop a relationship with one or more faculty members beyond one's mentor. In many cases these other faculty members have a long history with the student's mentor, have a broader perspective on the problem, have a history of addressing similar problems, and are in a better position than the student to understand the mentor's behavior in relation to the student.

Finally, it is important for the student to have some idea of what constitutes a good mentor. Much can be learned from discussions with more advanced students and other faculty members, and the information can enable students to work more effectively with their mentors and to have a more realistic appraisal of the quality of their student-mentor relationship. I have found over the years that many students do not fully appreciate their training and mentoring until they compare notes with other students at other institutions upon entering internships or initial professional positions.

**William E. Haley, Ph.D.**  
**Department of Gerontology**  
**University of South Florida**  
**Recipient of the Mentor Award from Division 20**  
**(Adult Development and Aging)**

#### **MENTORSHIP MY WAY**

Like most faculty, I never received any systematic training in how to mentor, and have not studied the scholarly literature on the topic. So I offer my own personal observations on my approach to mentorship of doctoral students in the hope that these will be useful to others—knowing of course that there are other paths to excellence. Keys for me include:

**Recruit outstanding students.** Besides having high intelligence, knowledge, and skills, the best students also have an outstanding work ethic. Another requisite characteristic for my students is having a thick skin. I provide praise where merited but my students can expect to rewrite manuscripts repeatedly until I believe that the work could be accepted in our best scholarly journals.

**Challenge students to have high long-term aspirations.** I encourage students to set lofty but attainable long-term goals. I ask them to think about what they would like to be doing in 10 years, and plan their work along a pathway to reach this goal. If they are uncertain about different options (such as research academic jobs, teaching-oriented jobs, and clinical practice) I encourage them to behave as if they are pursuing a research academic job so that they do not close out their options, since landing one of these jobs is so competitive and requires a sustained track record of successful scholarship.

**Encourage students to find a topic they care about and where they can make a difference.** Because I work mainly in applied research areas, there are many research topics that are important, under-explored and in need of rigorous investigation. Finding the right niche helps students to stay motivated through the strains of graduate school and can allow a student to make an impact with their work early on.

**Give students challenging opportunities.** I like to involve graduate students in writing for publication early in their training. This may include working with me on chapters or in completing manuscripts, or turning a class project into a publication. I typically provide an outline and let students write repeated drafts under my supervision.

**Remain accessible.** Students should have regularly scheduled group and individual meetings to encourage sustained progress. Doctoral students should also be able to get quick drop-in consultation without an appointment when they have important questions.

**Provide extensive and rapid feedback on written work.** Faculty mentors should encourage effort on writing by giving feedback as quickly as possible—in most cases, within a week. Besides general suggestions, feedback should include some specific rewriting to provide concrete examples.

**Demand excellence in scholarship.** I encourage students to make their projects suitable for publication in premier journals, and to submit their work to the best journal that is appropriate for their work. Premier journals will provide students with extensive critical feedback and help prepare them for the real world. Students should also learn to be perfectionists in spelling and references, and to respond thoroughly to prior critiques before submitting drafts for review.

**Teach students the pragmatics of success in the academic world.** Students need to learn about grantsmanship, how to deal with anonymous journal reviewers, and how to handle conflict. They should also learn about academic and professional politics, so that they can handle these issues on their own after graduation.

**Find the right balance between friendship and formality.** Graduate students are in some ways like junior colleagues, but they are also subject to your authority. Encourage a warm and collegial relationship but recognize that your students may need negative evaluations or on rare occasions, dismissal from a program.

**Shamelessly promote successful students.** Nominate them for awards and offices, and introduce them to well-known colleagues. Write detailed letters of reference that leave no doubt about your enthusiasm for them.

**Encourage a balanced life.** Every one of us has to find the right balance between our personal and professional lives. In my experience, long-term success is found in professionals who are great scholars and who have meaningful and enjoyable personal lives.

I hope that these comments are helpful to others, and thank all of the superb students and mentors that I have worked with in my 20 years in academia.

## Teaching Tips

### Training Teachers in Graduate Courses: A Graduate Student's Perspective

Jenessa C. Johnson, M.A.  
Department of Psychology  
West Virginia University

#### Educating Future Educators

Graduate courses in adulthood and aging often focus on developing and expanding students' theoretical and empirical knowledge. After completing a single graduate course on adulthood and aging, the psychology graduate student is expected to have the knowledge base to create and deliver an undergraduate class. However, comprehension of adulthood and aging is not the only factor determining effective teaching. For instance, teacher effectiveness is often dependent on course-specific skills, resources, and engaging activities. Without course-specific development and teacher training, graduate students must apply the skills and resources they might or might not have gained from teaching introductory level psychology courses to the adulthood and aging course they teach. One must also take into account that the amount and quality of graduate training in teaching varies among graduate programs. For example, graduate training opportunities may or may not involve basic course development skills, such as syllabus creation and lecture design. Additionally, many graduate students' teaching experiences are limited to introductory undergraduate courses that offer little opportunity for course development or course development with limited supervision. Although general teaching skills are a useful resource, a more domain-specific approach to teaching is essential for effective delivery of adulthood and aging course material. For instance, teaching an entire course on adulthood and aging requires more course-specific resources and expertise than teaching a few aging lectures in an introductory human development course. How might members of Division 20 be certain that the future educators of adulthood and aging are effective? This is an important question, because many graduate and undergraduate psychology students may only take one aging course throughout their educational career. If Division 20 is to (a) increase awareness of the psychology of adulthood and aging, (b) produce informed consumers, sponsors, and collaborators of research, (c) recruit top-quality graduate students, (d) and expand the adulthood and aging curriculum, the educators *themselves* must be knowledgeable, prepared, and effective in their course delivery. One innovative way to ensure productive teachers is to incorporate a teaching and course

*Teaching Tips continues on p. 10*

*Teaching Tips continued from p. 9*

development module in graduate-level adulthood and aging courses. Thus, the purpose of this article is to discuss the numerous benefits of integrating course and teaching development in graduate adulthood and aging classes.

### **Graduate Teaching Module**

I had the fortunate opportunity to experience a course-specific teaching module my second year in graduate school while enrolled in West Virginia University's psychology of adulthood and aging class. The course included the same elements of most graduate courses (e.g., readings, discussion papers, grant proposal, exams, etc.). However, the course also incorporated an applied requirement; all graduate students were required to draw from class and outside readings and to create a 45 minute topical lecture to be delivered in an undergraduate adulthood and aging course. In addition, students created extensive lecture notes and applicable test items (multiple choice and short essay). Some example topics were theories of aging, gender, mental health, physical health, personality, intelligence, memory, sensory aging, and social support. Considering that graduate students must learn in-depth class content in core aging courses, there was limited time for the development of teaching. However, on the last day of class students provided a brief PowerPoint presentation of their created lecture. After each presentation, the instructor added comments and tips for future lecture delivery. One of the most useful aspects of the module was that every graduate student received a computer file containing about 15 different topical lectures. This teaching module did not require extensive in-class time and yet provided every graduate student a disk of lecture and exam materials to use as a prototype for future development of the student's own adulthood and aging courses.

### **Teaching Module Evaluation**

I found the teaching module to serve a variety of important, simultaneous functions. First, graduate students emerged from the class with an almost fully prepared course on adulthood and aging, thus increasing their marketability and confidence in course delivery. Second, the class provided course-specific teaching development. Third, the assignment provided an opportunity for the instructor to offer valuable strategies for teaching adulthood and aging. Fourth, the teaching module required graduate students to learn course material via another mode; applying and reformatting gained knowledge in an undergraduate lecture. Fifth, creation of course lectures provided a format in which graduate students discussed and explored with one another perspectives on teaching adult development and aging. For example, the course

in which I was enrolled incorporated students from three different graduate psychology programs: lifespan developmental, adult clinical, and counseling. Therefore, many of the approaches taken to designing the lectures were diverse due to the different graduate training backgrounds of the students.

### **Teaching Module Recommendations**

Should the opportunity to teach a graduate-level course in adulthood and aging arise in the future, I would incorporate several ancillary components into the teaching module. The first supplement would be dependent on class size and availability of concurrent adulthood and aging undergraduate courses, whereby the graduate student could actually deliver their topical lecture to an undergraduate class. In this setting, the instructor would evaluate and provide useful, individualized feedback. Second, following my own teaching philosophy, learning occurs through methods other than lectures, such as class participation via immersion in interactive class activities, class discussions, and a multitude of real-world examples. Although many graduate students in my class incorporated these elements, it could be added as an evaluative requirement for the module. Third, handouts and references regarding teaching an adulthood and aging class, such as the resources provided by Division 20 would be a useful tool for students.

On a broader note, not only does this graduate teaching module apply to Division 20, but across all sub-disciplines of psychology. However, this proposed module is particularly relevant to the field of adulthood and aging as many students enter careers where the potential for interacting with older adults is substantial and student knowledge of adulthood and aging is often based on one or a few courses. Therefore, it is imperative that adulthood and aging courses are effective. Additionally, gaining the attention of undergraduate students in an adulthood and aging course may potentially stimulate interest and entrance into the field, thereby enhancing the need to expand the undergraduate and graduate adulthood and aging curriculum. On an individual note, I have left my own comprehensive graduate course feeling prepared, confident, and energized to continue my own education and that of others in adulthood and aging.

### **Resources**

APA Division 20: Adulthood development and aging. (2003). *Resources for educators*. Retrieved February 14, 2003, from <http://aging.ufl.edu/apadiv20.htm>

Patrick, J. H. (Fall, 2001). *Psyc 544: Adulthood and Aging*. Course syllabus available at West Virginia University, Department of Psychology.

## Candidates: Treasurer

### George W. Rebok

#### Biosketch

George W. Rebok is currently Associate Professor in the Department of Mental Health at the Johns Hopkins University Bloomberg School of Public Health where he also holds a joint faculty appointment in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins School of Medicine. He completed a two-year NIA/NIH postdoctoral fellowship on the dementias of aging at Johns Hopkins prior to joining the faculty in 1989. Previously he served on the faculty at California State University, Long Beach and the State University of New York, Geneseo. His B.A. in psychology was earned at Muhlenberg College and his M.A. and Ph.D. in life-span developmental psychology at Syracuse University.

Dr. Rebok is a Fellow of Division 20 of APA and a Fellow of the Gerontological Society of America. He has previously served Division 20 in a number of different capacities. He served for two years as the Division 20 representative on the National Task Force on Applied Developmental Science and also was a division representative for the American Psychological Society's Human Capital Initiative on Combating Drug Abuse. He has also been a member of the Program Committee and a reviewer for Completed Research Awards. Currently, he is on the Executive Board and serves as the Division 20 cluster programming representative for APA 2003. With regard to other professional activities, Dr. Rebok serves on a number of editorial boards, including *Journal of Gerontology: Psychological Sciences*, *Experimental Aging Research*, and *Cognitive Technology*. He is on the Scientific Advisory Board for the Institute for the Study of Aging and has been an ad hoc and special reviewer for several NIH study sections, including the Behavior and Sociology of Aging Review Committee (Subcommittee B) for NIA. He also serves as the Director for Aging and Memory for the Practical Memory Institute and is a member of PMI's Professional Board.

For the past 25 years, Dr. Rebok's research has focused on adult developmental changes in memory, cognition, and everyday functional abilities and their modifiability through cognitive and behavioral interventions. He is currently a Principal Investigator for the NIA-sponsored ACTIVE (Advanced Cognitive Training for Independent and Vital Elderly) clinical trial and has been the recipient of numerous grant awards for his research from NIA, NIMH, and AARP Andrus Foundation. He is the author or co-author of over 70

*Rebok continued on p. 17*

### Carolyn Aldwin

#### Biosketch

Dr. Carolyn Aldwin is Professor of Human Development and Family Studies at the University of California, Davis. She received her doctorate from the University of California at San Francisco in Adult Development and Aging and was an NIMH post-doctoral fellow in Human Development, Environmental Psychology, and Health at the Program in Social Ecology at the University of California at Irvine. She then spent five years at the Veterans Administration Normative Aging Study in Boston and still collaborates with investigators on this study, as well as directing the Davis Longitudinal Study. Her research on stress, coping, and health in late life has been funded by various grants from the National Institute of Aging. Dr. Aldwin is a fellow of both Divisions 20 (Adult Development and Aging) and 38 (Health Psychology), as well as the Gerontological Society of America. She is currently on the editorial boards for both the *Journals of Gerontology: Psychological Sciences* and for *Psychology and Aging*, and is co-editor for *Psychology and Health*. She has just completed a book (with co-author Diane Gilmer) entitled *Health, illness, and optimal aging: Biological and psychological perspectives* for Sage Publications, and is currently working on the second edition of her book on *Stress, coping, and development: An interdisciplinary perspective* for Guilford Press.

#### Statement

I have served on the Division 20 Executive Board for several years in a number of capacities, most recently as a Member-at-Large. It's been a very enjoyable experience, mainly due to the collegiality of the other board members, as well as the opportunity to work on some very interesting issues. As a Member-at-Large, I served as chair of the Awards Committee, and worked to secure funding from the Research Retirement Foundation to support both student and mentor awards, and also developed a new one, the M. Powell Lawton Distinguished Contributions Award in Applied Gerontology. I was truly impressed at the extremely high caliber of the applicants for these awards. I am currently organizing a conference on Health Psychology and Aging as part of my current service, and have secured funding from a variety of sources for that project as well.

The work of the treasurer requires careful attention to detail to ensure that the expenses do not exceed income. I have served as treasurer of my home owner's association for several years, and thus am familiar with

*Aldwin continued on p. 17*

## Candidates: Member at Large

### Sylvia Sorenson

#### Biosketch

I am a Senior Instructor at the University of Rochester School of Medicine and Dentistry, in the Department of Psychiatry. My research interests center around the maintenance of quality of life in old age. A large part of my work has focused on developing a theoretical framework and empirical foundation for understanding older adults' preparation for future needs, especially in different national and sociopolitical contexts. More recently I have pursued an interest in subjective well-being and health in older adults and their caregivers and have collaborated with several colleagues in conducting meta-analyses on these topics. I teach undergraduates, medical students, and psychiatric residents about life-span development, adult development and gerontology.

My education has been quite international: I received a BA in Psychology from Antioch College in Ohio and an MA from the Technical University of Berlin, Germany (although most of my master's research was conducted at the Max Planck Institute for Human Development). My PhD is from The Pennsylvania State University. I completed a Postdoctoral Fellowship at the Centre on Aging in Victoria, Canada and then taught at Utah State University several years before accepting a National Research Service Award at the University of Rochester Medical Center, which has led to my current position.

I have been a member of APA since 1993, and I have been active in the Division since 1996 when I was chair of the review Committee for World Wide Web Syllabus Project. I am currently the Liaison to the Committee on International Relations in Psychology. Other organizational memberships: Gerontological Society of America, the American Psychological Society, and the International Society for the Study of Behavioral Development. I have reviewed for journals (including *Attachment and Human Development*, *Canadian Journal on Aging*, *Family Relations*, *Journal of Applied Gerontology*, *Journals of Gerontology: Psychological & Social Sciences*, *Psychology and Aging*, *Gerontologist*) since 1990 and have reviewed Div. 20 student award proposals since 1998.

#### Statement

As Member-at-Large I could contribute an international perspective to the APA executive committee as well as to encourage more international involvement in Div. 20 activities. Aging is a global issue: Many European countries provide a preview of the future US population; developing countries are now seeing an increase in the proportion of older adults as well. My educational background and collaboration with researchers from abroad would allow me to contribute a more international perspective to the division. Second, I would like to work towards more interdisciplinary integration within the division and with other divisions. My past training and present work requires interaction with clinicians from psychiatry, medicine, and public health and I am in a good position to

share some of the accumulated knowledge base about aging and psychology with these groups. Conversely, I am constantly challenged by them to ask the question "What is the public health relevance?" Bringing the developmental perspective, the clinical experience and public health concerns in the division together can help Division 20 spread the word about the importance of aging both in other divisions and outside the discipline.

### Forrest Scoggin

#### Biosketch

I received my doctoral degree in 1983 from Washington University in St. Louis and am presently Professor and Director of Graduate Studies in the Department of Psychology at the University of Alabama. I am also the coordinator of the geropsychology concentration in our clinical psychology program. I am presently Chair of APA's Committee on Aging (CONA), Secretary of Section II (Clinical Geropsychology) of Division 12, serve on the editorial boards of *Journal of Gerontology: Psychological Science* and *Psychology and Aging*, and maintain a small private practice serving older adults. Previously, I was editor of the Division 20 newsletter. I am a fellow of Divisions 20 and 12. My research interests are in the areas of psychotherapy, depression, and memory and I have received external funding to support my research in these areas.

#### Statement

Division 20 is home for psychology and aging. As such, it is important that all elements of geropsychology remain active in the governance and direction of the division. Some have expressed concern, and I include myself in this group, that as a result of the creation and growth of Section II of Division 12 (Clinical geropsychology), Division 20 could become identified as the home of experimental psychology and 12/2 as the home of clinical psychology. I think this would be unfortunate for both organizations but especially for Division 20. As a member-at-large to the division, I would bring the interests of a clinical geropsychologist to the table but with a devotion to the larger cause of psychology and aging. Some topics of importance to Division 20 include continued representation on the Council of Representatives, increased presence on committees and boards such as the Board of Scientific Affairs and the Committee on Aging, and advocacy for continued or increased federal funding for research and training. I would consider it a privilege to serve Division 20.

*Candidate Statements continue on p. 13*

## Candidates: Member at Large

### Susan H. McFadden

#### Biosketch

I am a Professor of Psychology at the University of Wisconsin Oshkosh. My primary areas of scholarly work lie at the intersection between gerontology and the psychology of religion. I am particularly interested in the way emotions function as older people participate in formal religious activities and/or pursue spiritual awareness and development.

At the undergraduate level, I teach General Psychology, Adult Development and Aging, Psychology of Religion, and History of Psychology. My graduate courses include Ethics in Psychology, Motivation and Emotion, and Aging and Work. I also teach an interdisciplinary undergraduate course called Community Service-Learning.

I received my bachelor's degree in Psychology from Bucknell University in 1970, and my master's degree, also from Bucknell, in Experimental Psychology in 1972. In 1985, I received my Ph.D. in Psychology and Religion from Drew University where my dissertation was on the psychological and religious functions of wisdom and humor in aging persons.

I am a Fellow of Division 36 (Psychology of Religion) and a member of Division 20. I have been active in both Gerontological Society of America and the American Society on Aging. I serve on the editorial boards of the *Journal of Religious Gerontology*, *International Journal for the Psychology of Religion*, and *International Journal of Aging and Human Development*. I co-edited *Aging, Spirituality and Religion: A Handbook*, volumes 1 and 2, and I have published over 25 articles and chapters in the general area of religion, spirituality, and emotion in late life with additional publications on the subject of teaching.

#### Statement

My primary professional identity as a teacher will shape my service to Division 20 if I am elected to serve as a Member-at-Large. I have appreciated Division 20's efforts to serve people who teach courses like Adult Development and Aging, especially by providing online access to the syllabi of undergraduate and graduate courses. Now it's time to work to integrate perspectives on aging into other Psychology courses. To this end, connections among the various Divisions of the APA must continue to be supported. I believe that nearly all courses offered in Psychology Departments can benefit from a life span perspective that includes particular attention to later life and Division 20 can articulate this

to the field of Psychology. This will become even more important in coming years given the demographics of aging.

Because the study of adult development and aging is by necessity an interdisciplinary enterprise, members of Division 20 can provide leadership to academic institutions by demonstrating the benefits of interdisciplinary and multidisciplinary alliances. I would also like to see the Division reach out to businesses and industries, perhaps beginning with programs developed with the Society for Industrial and Organizational Psychologists. Finally, it would be beneficial to examine the relationships the Division has with other organizations that serve the field of gerontology.

### Chandra M. Mehrotra

#### Biosketch

Chandra M. Mehrotra is Professor of Psychology and Dean of Special Projects at The College of St. Scholastica in Duluth, Minnesota. He received his Ph.D. in Psychology at The Ohio State University and worked at Educational Testing Service before joining the faculty at St. Scholastica. A fellow of the American Psychological Association (Division 20 and Division 2) and the Gerontological Society of America, he serves on the editorial board of *Educational Gerontology*. His papers have been published in journals such as *Educational Gerontology*, *Home Health Care Quarterly*, *Gerontology and Geriatrics Education*, *Teaching of Psychology*, and *Educational and Psychological Measurement*. He is co-author of *Aging and Diversity: An active learning experience* (Taylor & Francis, 1998) and *Distance Learning: Principles for Effective Design, Delivery, and Evaluation* (Sage, 2001), and editor of *Teaching and Aging* (Jossey-Bass, 1984). He has guest-edited a special issue of *Educational Gerontology* (1996) that focuses on strengthening gerontology and geriatrics education through faculty development. The stimulation for preparing this issue was provided by an NSF-supported faculty development program in psychology of aging that he directed from 1989 to 1995. In collaboration with distinguished scholars he has offered a research training program in aging for psychology faculty from four-year colleges. Sponsored by Division 20, this program has been supported by NIA since 1998. Fourteen participants from the program have received NIA funding for their research and others are developing their applications. In addition, he has recently designed a research training program to attract social psychology faculty to conduct aging research.

*Mehotra continues on p. 14*

## Candidates: Member at Large

*Mehrotra continued from p. 13*

### Statement

Faculty members at four-year colleges constitute a valuable underutilized resource for addressing the myriad questions on aging that demand research attention. In addition, with chronic weakness in the academic job market, many outstanding young scholars and potential researchers are gravitating to positions in these institutions. Our experience indicates that they are eager to develop an ongoing program of aging research, to incorporate recent advances in their curriculum, and to engage their students in research and service projects. However, many of them feel academically isolated and work with limited resources. Having offered teaching improvement and research training programs for college teachers since 1989, I have seen the benefits of fostering partnerships among college teachers and faculty scholars from research universities. Serving as a member-at-large would allow me to promote the development of such partnerships in creative ways, thereby furthering the mission of Division 20 and making it attractive to colleagues from a full range of institutions.

If elected, I would do my best to infuse a four-year college perspective in the work of the executive committee.

### Gisela Labouvie-Vief

#### Biosketch

Gisela Labouvie-Vief is a Professor of Psychology. She received her Ph.D. from West Virginia University in 1972 and after spending 4 years as an Assistant Professor at the University of Wisconsin-Madison joined the psychology faculty at Wayne State University. She is a fellow of APA Division 20 and the Gerontological Society of America and a member of the International Society on Research in Emotions. She has done pioneering work on cognitive and emotional development in adulthood, focusing on the role of cognitive changes in emotion regulation and concepts of the self. Her research has received continued funding from the National Institute on Aging, and received the APA Division 20 Distinguished Research Achievement Award in 2001. Dr. Labouvie-Vief currently serves on the editorial boards of *Psychology and Aging* and the *Journal of Adult Development*. Over the years, she has served on the executive committees of APA Division 20 and the Behavioral and Social Science section of the

Gerontological Society of America. Currently, she serves as Chair of the Program Committee of the Society for Research in Human Development, of whose Steering Committee she is a member, as well.

#### Statement

I have been a member of APA Division 20 for some 30 years and have seen its importance and mission grow and expand tremendously. As a Member-at-Large, I would look forward to working with the Executive Board in further expanding its growth. I would be particularly interested in seeing Division 20 continue its outreach to other Divisions within APA and to increase its multi-disciplinary base within and beyond the American Psychological Association and would like to see the Division develop conferences bringing expertise from different areas to the study of aging. I would also enjoy contributing to other important tasks carried out by the Executive Board, such as its Awards program and Education activities.

### Sara J. Czaja

#### Biosketch

Sara J. Czaja received her B.S. in Psychology and M.S. and Ph.D. in Industrial Engineering from the State University of New York at Buffalo. She is currently a Professor in the Departments of Psychiatry and Behavioral Sciences, and Industrial Engineering at the University of Miami. She is also the Director of the Center on Research and Education for Aging and Technology Enhancement (CREATE) and the Research Director of the Center on Adult Development and Aging (CADA) at the University of Miami School of Medicine. CREATE, funded by the National Institute on Aging, involves collaboration with the Georgia Institute of Technology and Florida State University. The focus of CREATE is on making technology more accessible, useful, and usable for older adult populations. Prior to joining the faculty at Miami in 1990, Dr. Czaja was an Associate Professor of Industrial Engineering at the State University of New York at Buffalo.

Dr. Czaja has extensive experience in aging research and a long commitment to developing strategies to improve the quality of life of older adults. Her research interests include: aging and cognition, caregiving, human-computer interaction, training, and functional

*Czaja continued on p. 15*

## Candidates: Member at Large

*Czaja continued from p. 14*

Assessment. She is currently the Principal Investigator of a project, funded by NIA, concerned with the ability of older adults to use technology for information search and retrieval. The project encompasses a broad range of technologies across a broad range of tasks. She is also the Principal Investigator of the Miami site of the Resources for Enhancing Alzheimer's Caregiver Health (REACH) program. REACH is a multi-site clinical trial that is evaluating the efficacy of a multi-component psychosocial intervention in terms of enhancing the quality of life and reducing burden and distress among family caregivers of Alzheimer's patients. She is also the Principal Investigator of a project concerned with the impact of Aricept on the functional performance of patients with Alzheimer's disease.

Dr. Czaja is very well-published in the field of aging and has written numerous book chapters and scientific articles. She is currently co-authoring a book with other members of the CREATE team concerning the design of technology for older adult populations. She is also very active at the national level in promoting aging research. Dr. Czaja served as the Co-Chair of the Committee on Aging and Human Factors of the National Research Council/National Science Foundation. She is the Co-Chair of the upcoming meeting of the International Meeting of Gerontechnology. She also served as the Chair of the Technical Group on Aging of the Human Factors and Ergonomics Society and is the chair-elect of the Council on Technical Groups of the Human Factors and Ergonomics Society. She is also a member of the external advisory board of the Center on Aging at the University of Alabama at Birmingham.

In addition, she is a fellow of the American Psychological Association and the Human Factors and Ergonomics Society. She is the current chair of the Risk Prevention and Behavior (RPHB-3) Scientific Review Panel of the National Institute on Health. She is a recognized leader within the University community in aging research. In 1996 she was selected as the Researcher of the Year within the College of Engineering and received the Provost's award for Scholarly Activity in 1998.

### APA Convention Dates

**2003 Toronto, Ontario August 7-10**

**2004 Honolulu, Hawaii July 28-August 1**

**2005 Washington, D.C. August 18-21**

**2006 New Orleans, LA August 10-13**

*Minutes continued from p. 3*

to write an edited volume of conference proceedings, the royalties from which could be used to pay back amount allocated by Division 20 to support conference. A motion was made to give \$3,000.00 for the conference, with the understanding that proceeds from a published volume would be used to pay back the \$3,000.00 (to Division 20). The motion was seconded and passed.

Bert Hayslip, Rosemary Blieszner, and Silvia Sorenson made additional comments on new business items.

The meeting was adjourned at 10:05 a.m.

## Division 20 Web site

Are you interested in graduate or undergraduate syllabi, textbooks, or movies? Do you need an e-mail address for someone in the Division? Are you a clinician who needs a resource guide? Are you looking for an old issue of the Division Newsletter? All this and more can be found on the Division 20 web page!

Resources for students include the *Guide to Graduate and Postdoctoral Study* and the *Division 12 Section II Directory of Doctoral Internships with Clinical Geropsychology Training Opportunities and Postdoctoral Clinical Fellowships*. Resources for educators include undergraduate and graduate syllabi, educational videotapes, cinematic films about aging, and curriculum suggestions. The web page also includes detailed information about awards for researchers, mentors, and students.

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

## Has your address changed?

If you have moved and are not receiving your Division 20 Newsletter, **please contact the APA office** at 1(800) 374-2721 or e-mail to [membership@apa.org](mailto:membership@apa.org). Address changes can be effected only by APA; your Newsletter editors must use the addresses APA provides.

## Society for The Study of Human Development

A recently formed professional organization based at the Murray Research Center, the Society for the Study of Human Development (SSHD), takes an integrative approach to studying lives through time and across all age groups. SSHD provides an intellectual home for established scholars and a vehicle for developing future generations of researchers. Its approaches are holistic, integrative, and longitudinal. Its work is managed by a Steering Committee consisting of representatives from Europe and across the U.S., and from several different disciplines. The committee is chaired by Richard M. Lerner, Bergstrom Chair in Applied Developmental Science at the Eliot-Pearson Department of Child Development at Tufts University.

SSHD has signed a contract with Lawrence Erlbaum, a New Jersey publisher, to launch a scholarly journal. *Research on Human Development* will be edited by Jacquelynne Eccles, a professor of psychology at the University of Michigan. The first issue is due out early in 2004.

SSHD's second biennial meeting was held at the University of Michigan in Ann Arbor, on October 19-21, 2001, with 175 researchers and scholars from different disciplines and from across the country attending. The third meeting will be held in November 1-2, 2003 at the Murray Research Center at the Radcliffe Institute for Advanced Study at Harvard University. A full program has been planned by the program committee chaired by Gisela Labouvie-Vief, professor of psychology at Wayne State University. The program includes panels on "The Role of Immigration in Human Development," "Identities and Life Narratives," "The Study of Evolution in Human Development" and a graduate student panel, "Overcoming the Odds." Keynote speakers are Gilbert Gottlieb of the University of North Carolina, Dan McAdams from Northwestern University, and Richard Lerner who will deliver a presidential address. In addition to the usual SSHD meeting, a two-day scientific conference on "emerging adulthood" will follow at the Murray Center.

To learn more about the society and plans for the meeting please visit SSHD's website, [www.sshdonline.org](http://www.sshdonline.org). It is also possible to join the society by sending a check for \$85 made payable to SSHD to Margaret Umbesen at the Murray Center. There is a reduced membership fee for students.

*Treasurer Candidates continued from p. 11*

*Rebok continued:*

journal articles and book chapters in the areas of adult mental health. Dr. Rebok is also author of the textbook *Life-Span Cognitive Development*.

### **Statement**

I have been privileged to serve Division 20 in a variety of different capacities over the past 12 years and have had the opportunity to witness the great commitment and dynamism of its leadership and membership. As Treasurer, I would hope to contribute to the mission of the Division in promoting the health and well-being of the aging population and in attracting new members with diverse, multidisciplinary backgrounds to the science and practice of aging education, research, and service. I would work closely with the President and other members of the Executive Board in maintaining the financial health of the Division while seeking to expand our programs and member benefits. I would also encourage our efforts to strengthen communication within our Division as well as across other APA divisions.

*Aldwin continued:*

accounting reporting practices, balancing ledgers and so on. Luckily, the Division is in fairly good fiscal health. Our dues are among the lowest of any division, despite the recent necessary upward adjustment. The current fiscal issue facing the Board is whether to include a subscription to *Psychology and Aging* as part of a Div. 20 membership benefit, which would involve an increase in dues but might result in lower overall costs to members, because of an APA discount for such subscriptions. We have had several lively discussions on the pros and cons of this change, and the Board has decided to elicit input from the membership of Division 20 to see if this is a benefit they would like. I would be pleased to work with the current treasurer to get membership input into this issue, and look forward to continuing to serve the aging community.

## Research Training in Psychology of Aging Institute

The Sixth Annual Research Training in Psychology of Aging Institute will be held at The College of St. Scholastica on July 20-30, 2003. Now in its sixth year, the Research Training in Psychology of Aging Institute offers psychology faculty the opportunity to strengthen their knowledge and skills essential for developing an active research agenda, meet with nationally recognized experts in research methodology, and work with NIA (National Institute on Aging) staff in developing their grant applications. For more information, contact the director of the program, Chandra Mehrotra at [cmehrotr@css.edu](mailto:cmehrotr@css.edu).

## Guide to Graduate Study

The Division 20 Education Committee welcomes updates or additions to the new *Guide to Graduate Study in the Psychology of Adult Development and Aging* on the Division's webpage. The web address is <http://aging.ufl.edu/apadiv20/guide01.htm>. The 2003 Guide includes academic units providing a specialization in adult development and aging. Data for the programs include titles of courses and seminars offered, number of faculty with a specialization in adult development and aging, psychology specializations integrated with the study of adult development and aging, administrative organization of the program, availability of assistantships and traineeships in the program, practicum, and internship placement opportunities, web addresses, and contact persons for the program. To update a submission or to add a new program, visit <http://aging.ufl.edu/apadiv20/guidesurv.htm> and follow the simple step-by-step instructions. If you have any questions, please feel free to direct them to Joe Gaugler, email: [jgaugle@uky.edu](mailto:jgaugle@uky.edu) or phone: 859-257-1450 x80148.

Joe Gaugler  
Co-Chair of the Education Committee

## APA Council Representatives' Report

The February meeting of APA Council was held February 13-15, 2003. The array of 31 Agenda items ranged from APA's response to terrorism to the allocation of funds for a variety of measures to ensure the organization's fiscal viability. Overshadowing the meeting were concerns about safety in the nation's capitol, the international situation, and the worst winter storm to hit the region in the past decade (which turned out to strand in DC several dozen council members, fortunately not us!).

Highlights of the meeting were President Robert Sternberg's speech on psychology's need to unify and an overview talk by Nobel-prize winning psychologist Daniel Kahneman. The new CEO of APA, Norman B. Anderson, articulated his vision for managing APA through these difficult financial times while increasing psychology's influence in the world at large, and ensuring that APA and psychology can meet the practice and science needs of America's changing demographics. There were two afternoon break-out sessions in which Council members had the opportunity to provide input on key themes of importance to APA in future years. Division 20 was also represented in three of the caucuses- The Women's Caucus, the Coalition of Academic, Scientist, and Applied Psychology, and the Caucus for the Optimal Utilization of New Talent. An Aging Interest Group was initiated through a lunchtime discussion that brought together Division 20 with members of state associations and other divisions with interests in aging, as well as President-elect Diane Halpern.

In the area of membership, although membership renewals are up this year, there remains concern about recruitment of new members. Toward this end, Council approved \$83,800 to fund special projects for membership recruitment and retention in 2003, including close collaboration among the American Psychological Association of Graduate Students (APAGS), and the Ad Hoc Committee on Early Career Psychologists and the Membership Committee in implementing this program.

Several motions were passed that specifically addressed the concerns of practitioners. Recognized as proficiencies in professional psychology were the areas of assessment and treatment of serious mental illness, sports psychology, and industrial and organizational psychology. APA reaffirmed its commitment to the designation of health service psychologists as primary health care providers in relevant federal, state, and local regulations, and in federal funding programs designated for primary care practitioners.

On to the budget, a major area of concern. The deficit in 2002 was \$1.6 million but for 2003 a small profit is projected (\$385K, reflecting a slight increase in membership renewals and electronic subscriptions as well as the impact of voluntary staff reductions the expenses for which hurt the 2002 budget in terms of staff buyouts. The breakdown of projected revenues is 17% for dues and fees, 25% for journal subscriptions, 25%, rights and royalties, 22%, sale, 13%, and the remaining for other expenses. In terms of expenses the breakdowns are 12% production, 10% consulting, benefits 42% and space 9%.

## Susan Krauss Whitbourne & Paul T. Costa, Jr.

Unfortunately, the 2004 net deficit is up to 4 million. The CEO's plan will continue voluntary reduced work schedules, printing and mailing restraints, implementing PsycINFO production improvements, increasing PsycINFO pricing, subleasing more space, reducing consulting expenses, and continuing to reorganize. The Board of Directors is considering reducing the frequency of publishing the American Psychologist from 11 to 9 issues, increasing dues by an amount equal to inflation, continuing to reduce Consolidated Meetings to once per year, and increasing convention registration by \$10.

In response to concerns about the financial stability of the organization, the Executive Management Group proposed guidelines for the profitability of direct services, those programs that provide to individuals or organizations a product, benefit, or service for a fee.

Other motions passed by council included the establishment of a Task Force on Urban Psychology, and the sunseting of the Committee on Urban Initiatives (CUI). Support was voted out of contingency funds for two meetings of a proposed Children and Adolescents Task Force of the Ad Hoc Committee on End-of-Life Issues, and the book on Women of Color Leader Psychologists. The Office of Ethnic Minority Affairs was given funding to support grantsmanship efforts associated with the proposed conference entitled "Psychology, Public Policy, and Communities of Color in the United States and Throughout the World: Critical Issues, Knowledge, and Skills."

Over the course of the next few months, the two of us will be working to infuse APA boards and committees with candidates who will support an aging agenda. This is an ongoing process and should be a high priority for Division 20, particularly as governance is in the process of being restructured. Toward that end, Costa is seeking nomination for the APA Board of Directors, and Whitbourne is working on the Presidential Task Force on Governance. There are many talented members in the division with many diverse interests. We entreat you to consider running for one of the boards and committees of the organization. You can also let your state, territorial or provincial associations know about your interest in seeing them show sensitivity and concern for aging issues. Students can also help in this role, by sending their concerns forward to their APAGS Council representative (Chris Loftus, cloftis@HP.UFL.EDU), who is now eligible to vote on Council. In addition, we would be happy to work with anyone who is interested in developing new pieces of legislation to bring to the Council floor. Council is the ultimate decision-making body of APA, and by bringing these items forward, we can ensure that aging-related issues get on the radar screen of Council's agenda. Finally, we ask that you follow our suggestions on the listserv as these arise for the upcoming elections over the course of the year. Please feel free to contact either of us (swhitbo@psych.umass.edu or ptc@nih.gov) with your questions and concerns about any of these items and we thank you for your support.

**Psychology and Aging as a Member Benefit?**

Continued from page 20

## MEMBER SURVEY

Possible advantages of raising dues to add *Psychology and Aging* as a member benefit include:

- (1) a more clearly defined identity for Division 20 in terms of the journal its members worked to establish,
- (2) a tangible benefit of membership in Division 20,
- (3) a financial benefit for members who already receive *PaA* or would like to receive it (in addition to at least one other APA journal),
- (4) an incentive for member recruitment (*PaA* non-member subscribers),
- (5) a financial benefit for international members who will no longer pay extra postage costs), and
- (6) the same availability of online resources as regular subscribers.

Possible disadvantages include:

- (1) higher costs for members who only receive *PaA* and are not interested in receiving another journal
- (2) a possible flight of current members in response to a significant due increase, and
- (3) the increased availability of electronic journals makes any paper journal less attractive for some readers.

**Note: Please provide your input in one of three ways....**

- (1) On the web at <http://aging.ufl.edu/apadiv20/PaESurvey.htm>
- (2) e-mail to [eals@uiuc.edu](mailto:eals@uiuc.edu)
- (3) Fill out the hard copy available in this issue and mail to:  
Elizabeth A. L. Stine-Morrow  
Department of Educational Psychology  
University of Illinois at Urbana-Champaign  
226 Education Building  
1310 South Sixth Street  
Champaign, IL 61820

(1) Membership status:

Student                  Member                  Fellow

(2) Do you currently subscribe to *Psychology and Aging*?

Yes      No

**If you do currently subscribe to *Psychology and Aging*,**(3) Is *Psychology and Aging* the only APA journal to which you subscribe?

Yes      No

(4) If *Psychology and Aging* were added as a member benefit, would you use your journal credit for another journal?

Yes      No

**If you do not currently subscribe to *Psychology and Aging*,**

(5) Do you like the idea of receiving this journal at this discounted price?

Yes      No

(6) If dues were increased to \$40 (\$25 for students) per year (so as to include an automatic subscription to the journal), would you retain your membership in Division 20?

Yes      No

**General**(7) Are you in favor of the proposal to raise Division 20 dues to \$40 (\$25 for students) so that a subscription to *Psychology and Aging* would be added as a member benefit?

Yes      No

COMMENTS:

## ***Psychology and Aging as a Member Benefit?***

APA offers its divisions discounted journal prices when they are included in the price of division dues! We are writing to survey the membership about their interest in making *Psychology and Aging (PaA)* a regular benefit of membership.

The dues for Division 20 are currently \$15, and the APA member price for the journal is \$56, so Division 20 members who subscribe to *PaA* are currently paying a total of \$71. ***The proposed plan is to raise dues to \$40 (\$25 for students) so as to include a subscription to PaA as a part of this membership*** (a savings of \$31). In fact, almost 40% of Division 20 members subscribe to this journal, and for these members this plan may be a benefit. The reason this may not always be a clear benefit is that APA offers a journal rebate of \$45 toward journal subscriptions. So for members who receive only *PaA* (and effectively pay (\$71-\$45=) \$26), this will increase their costs and would only be a benefit if they wanted to use their journal credit toward another journal. (It is not an option for us to have two levels of membership, with or without the journal. If we decide to make the journal a member benefit, dues will increase for everyone and everyone will get the journal.)

In addition to making the journal more accessible to members, this plan has the added benefit of facilitating member recruitment. As it turns out, there are quite a few people who subscribe to *PaA* who are not members of our division. If the membership decides to adopt this plan, we will notify these people about the opportunity to join the division and get the journal plus division membership for less than what they are paying for the journal alone. This plan will only be advantageous for the Division, however, if a sizeable number of the members who do not currently receive *PaA* perceive receipt of the journal as a benefit (since the cost here increases from \$15 to \$40). So in considering this plan, it is important that we have input from as many of our members as possible before making this decision. Please consider the pros and cons and tell us your views.

Please provide your input in one of three ways....

- (1) On the web at <http://aging.ufl.edu/apadiv20/PaESurvey.htm>
- (2) e-mail to [eals@uiuc.edu](mailto:eals@uiuc.edu)
- (3) Fill out the survey on p.19, and mail to:

Elizabeth A. L. Stine-Morrow  
Department of Educational Psychology  
University of Illinois at Urbana-Champaign  
226 Education Building  
1310 South Sixth Street  
Champaign, IL 61820

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

Division 20, American Psychological Association

#### ***Co-Editors:***

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



NON-PROFIT  
ORGANIZATION  
U.S. POSTAGE  
PAID  
MORGANTOWN, WV  
PERMIT# 34