

# Adult Development & Aging News

Volume 31, Number 3  
Spring 2004

## 20 DIVISION

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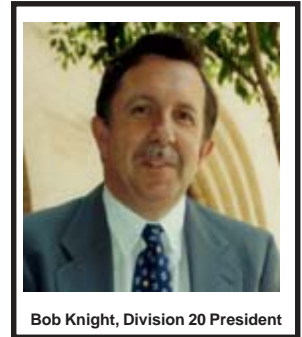
## President's Message

As we enter the Spring of 2004, there are several developments in Division 20 to share with you. One of the more novel and exciting is the Division 20 sponsored CE event on a cruise ship prior to the annual meeting in Honolulu this summer. The Division's program at the annual meeting promises to be a great one. We hope to see many of you there this summer!

There have been some concerns expressed that organizational changes at the NIH, especially the reorganization of review groups so that there are no aging-specific reviews groups, may have disadvantaged research proposals related to aging. A committee headed by Leah Light, President-Elect, and including Past-President Harvey Sterns as well as Dan Mroczek will explore this matter further, working with the APA Science Directorate and other

resources.

The Division formed a joint Task Force with Section II of Division 12 (Clinical Geropsychology) to submit an application to the Commission on Recognition of Specialties and Proficiencies in Professional Psychology at APA. The applications seeks the recognition of geropsychology as a specialty within professional psychology. If successful, this would change the status of geropsychology from proficiency to specialty level with CRSPPP and APA. The proficiency status was set to expire in 2005 and would have required reapplication. Both Division 20 and Section II agreed that specialty status would be more appropriate at this time. Observers both within and outside of the Division 20 and and Section II



Bob Knight, Division 20 President

communities have commented that it was odd that geropsychology became a proficiency whereas clinical child psychology was recognized as a specialty.

I would like to thank Victor Molinari, 2003 President of Section II and Task Force co-chair, as well as all of the Task Force Members for their hard work and support: Michael Duffy, Greg Hinrichsen, Paula Hartman-Stein, George Niederehe, Sara Qualls, Forrest Scogin, Susan Whitbourne, Toni Zeiss, and Richard Zweig.

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

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**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.

The Committee on Aging took the initiative of convening frequent conference call meetings of an Aging Leadership Team, which consists so far of the Presidents of Division 20 and Section II, the chair of CONA, and is staffed by Debbie Digilio, the Aging Officer at APA. The meetings involve sharing developments among the groups and exploring ways to collaborate on shared issues. One ongoing shared issue is our desire to see more individuals with aging interests on APA Boards and Committees.

In order to increase the salience of aging-related issues within the APA governance structure, it is highly important that we learn to think past the section and division level and really attend to the boards and committees that make up APA governance. Nominees are solicited each year, generally early in the calendar year. When you see these lists, in the *Monitor*, on listserves or in mailings, take a look and think it over. These groups span the range of areas that APA is involved in, so there is something for everyone's specific interests. Many of the slots are likely to go to persons with some

seniority in their psychology career and to people who have been officers or council representatives in the past. Many boards develop specific slots, however, and slots may specify that the group is looking for involvement by newer faces or by women, ethnic or sexual minorities, people with specific professional profiles, or people from specific geographic areas. A more junior person who fits the requirements of a slot may have a good chance of being named.

One of the key problems the Aging Leadership Team has identified in making joint nominations of persons with aging focus is the small number of persons who have volunteered to step forward for these key positions. So think it over, and let me know if you may be interested. Some ups and downs to think about follow:

**Downs first** (so we can end on the up side):

Committee and board meetings can involve significant additional work and can be about as exciting as the average faculty meeting.

**Ups:** The work is important and you often make a difference. My experiences a few years ago with CONA convinced me that whether aging is raised as an issue or not often depends solely on whether there is someone in the room to ask "What about aging issues?" Once the question is raised, the support is generally there.

Most of the people you work with are intelligent, capable and interesting psychologists. Frequently, the issues are really interesting and of obvious importance. You have a sense of getting connected with APA governance folks, and possibly the opportunity to move further up in governance. When you meet in Washington for consolidated meetings (all boards and committees at one time to improve communication and cooperation), you eat really well.

If I've sold you, get in touch:

[bknight@usc.edu](mailto:bknight@usc.edu).

## APA Council Report

Submitted by Susan Whitbourne and Paul Costa, Division 20 Representatives

Council's Annual winter meeting took place February 20-22, 2004. We began the meeting with President Diane Halpern's report. Her initiatives for the year include one relevant to Division 20. The Retiring Psychologists Initiative has involved several Division 20 members, including Harvey Sterns and John Cavanaugh. CONA Staff member Deborah DiGiglio was instrumental in the planning of this initiative. CEO Norman Anderson reported the new appointment of Dr. Steven Breckler, as Science Director. A social psychologist, formerly of Johns Hopkins University, he was a high-ranking administrator for the National Science Foundation.

Break-out groups discussed priorities of the divisions. I reported on Division 20's priorities, based on the discussions of our concerns at the last several Executive board meetings. These were 1) membership recruitment and retention; 2) sufficient journal pages and convention hours, 3) budget of APA. Licensing revenues have been increasing over the past 12 years but in 2004, for the first time, electronic revenues have exceeded print revenues.

Chief Operating Officer Jack McKay presented the 2004 final budget. The annual budget is approximately \$90 million. Of this 61% of total revenues comes from publications and communications and about 16% comes from dues. This year,

the projected surplus is \$173,000. The 2005 budget projections include a projection of over \$620,000. The major 2004 budget item discussed on the floor of Council was the allocation of the approximately \$40,000 in Council discretionary funds. Some of the items included in this allocation are the funding of the Division Leadership Conference, an ad hoc committee on early career psychologists (\$12,000), a Coalition for Psychology in the Schools (\$12,500), and an Initiative on Regulatory Issues in Human Research (\$15,000). All three initiatives were approved. The Human Research initiative will fund a meeting of the task force, a web-based guide for researchers to navigate the Institutional Review Board (IRB) process, a survey of IRBs and subsequent development of educational resources to facilitate review of behavioral research protocols, and development of educational workshops in collaboration with organizations involve in the training and professional development of IRB administrators and members. Council was given a report on the President's New Freedom Commission on Mental Health which is looking at future issues in health care. The report of the Commission can be found at <http://www.mentalhealthcommission.gov>.

Informational sessions were held in the breakout groups on Saturday afternoon. Each Council member attended one of

four sessions covering the work of the Directorates, Central Office, Budget, and Publications and Communications. I attended the informational session covering the Practice Directorate. Russ Newman, Executive Director of the Practice Directorate, explained the differences between APA's C3 and C6 organizations. Presentations by the Committee for the Advancement of Professional Practice and the Board of Professional Affairs provided further elaboration of the work of the Practice Directorate and its related governance structures. I would be happy to provide further details to anyone interested in learning more about this important aspect of APA functioning.

Several agenda items were passed that are of interest to our Division. A motion passed to adopt as policy the document "Developing and Evaluating Standards and Guidelines related to Education and Training: Context, Procedures, and Criteria." This policy document will delineate criteria and procedures for the development and evaluation of standards and guidelines for education and training in psychology. Guidelines are defined as "pronouncements, statements, or declarations that suggest or recommend specific professional behavior, endeavors, or conduct for psychologists. Given the issues

*Council continues on page 4*

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## **Council Report**

*Continued from p. 3*

raised regarding the Geropsychology Guidelines passed in 2003, the passage of this motion is significant in that it should clarify procedures for future documents involving guidelines.

A number of agenda items concerned the mental health of children, including approving the work of the APA Task Force on Advertising and Children, the AAPA resolution on Children's Mental Health, the Code of Fair Testing Practices in Education, and accepting the report of the report on "Missed Opportunities in Early Childhood Mental Health Interventions: Current Knowledge and Policy Implications."

Approval was also given to create a working group to develop policy recommendations to provide guidance for APA's position on the matter of same-sex families and relationships. This group will use the existing literature to prepare psychologists to respond appropriately to their clients, communities, and the media.

In the area of governance, two proposals derived from the 2003 Presidential Task Force on Governance were approved. These included changes in the time allocation of Council activities during the February and August meetings to allow Council members to have more opportunities for discussion, information sharing, and monitoring of priorities. A third proposal was approved encouraging those who propose new legislation to consider the relationship of these proposals to new legislation.

In addition to the legislative business of Council, Division 20 participated in meetings of the Coalition for Applied, Scientific, and Academic Psychology (CASAP) and the Women's Caucus. The CASAP executive board voted to give Sharon Brehm the number one endorsement for president-elect. In addition to these Caucus meetings, Division 20 was invited to take part in a joint meeting of the Board of Scientific Affairs and Science Directorate staff. Specific outcomes of this meeting were to suggest mechanisms for advancing the interests of science in APA, Within CASAP specifically, Division 20 will work with divisions having similar interests to sponsor science-based agenda items, increase our representation throughout governance, and recruit and mentor new psychologists.

We encourage you to consult your Council representatives with questions and concerns about any of these matters, especially about particular Div 20 agenda items. As your COR representatives, we aim to make Division 20 interests first and foremost. Once again, we would also like to entreat you to consider running for one or more APA positions. It is through our representation in governance that we can best advance an "aging agenda!"

### **CE NEWS**

The Continuing Education Committee has been working with Sue Whitbourne and Brennan Harmuth (Director of APA's Office of Continuing Education) in developing a CE program for the island cruise that will precede the 2004 Hawaii convention. The topic of this CE program is "Our Aging Selves: Personal and Professional Explorations into Human Development". The following Division 20 members will serve as presenters: Sue Whitbourne ("Changing Identities: The Psychologist's Personal and Professional Self"), Paul Costa ("Personality and Aging: A Five-Factor Theory Perspective on Personality and Adult Development and Aging"), Harvey Sterns ("Career Self-Management and Maintaining Professional Competence"), and Greg Smith ("Thematic Overview and Experiential Activity"). Those requesting further information about the CE program may contact Greg Smith, CE Chair (330- 672-9993; gsmith2@kent.edu).

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## Division 20 Presidential Candidates' Statements

### Carolyn Aldwin

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 postdoctoral scholar 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 has served on the editorial boards for both the *Journals of Gerontology: Psychological Sciences* and for *Psychology and Aging*, and is coeditor for *Psychology and Health*. She has just completed a book (with coauthor 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.

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 has 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 secured 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 organized a successful conference on Health Psychology and Aging as part of my service last year, and secured funding from a variety of sources for that project as well. We are currently working on an edited book stemming from that conference, to be published by Guilford Press, *The Handbook of Health Psychology and Aging*.

The study and practice of adult development and aging has seen great strides in the past 15 years. The past executive boards of Division 20 have ushered in a premier journal, *Psychology and Aging*, and established practice guidelines for geropsychology. The establishment of a new division at NIMH on mental health and aging will also be a major boost to our field.

### Neil Charness

“Googling” my name reveals sufficient credentials: 80+ journal articles, chapters, and books; editorial board service for four aging journals; NIA grants; Fellow status in four Psychology and Aging organizations. My current research — determinants of life-span expertise (e.g., chess skill) and human factors issues in technology use (the CREATE project) — testifies to the enormous value of both basic and applied approaches. I’ve served Division 20 as Program Chair and now as Member-at-Large. The former role increased my appreciation for the superb science practiced by our members. The latter sensitized me to the wide-ranging issues that our Division addresses.

Though Presidents serve only briefly, they can set agendas that can be nurtured to fruition by present and future executive boards, often in cooperation with other Divisions (e.g., the pending Geropsychology specialization). My recent service on the National Academies Committee on Health and Safety Needs of Older Workers, and on Florida’s At-Risk Drivers Committee highlighted the need for life-span perspectives and for creative application of research to real world problems.

My primary goal is to make Division 20 the central resource for anyone seeking information about adult development and aging issues. Our Division contains an enormous wealth of knowledge. In the spirit of George Miller’s call to “give psychology away” we should redouble our efforts to disseminate our knowledge more widely to promote its application. Our Division’s electronic resources are a potent, though underutilized outlet.

My complementary goal is to recruit more members to this mandate. That means encouraging more of us to volunteer some time to serve on committees, recruit new members, submit and review abstracts for our annual meeting, attend that meeting, or participate in our Listserv and web pages.

We cannot pay back those volunteers whose efforts have made Division 20 so successful. But we can pay forward by working diligently to support future efforts. If you are willing to work with me toward those goals, please give me your vote.

## Candidate Biographical Sketches and Statements:

### Sara J. Czaja Ph.D.

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 Co-Director of the Center on Aging 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 assessment.

Dr. Czaja is very well published in the field of aging and has written numerous book chapters and scientific articles. She recently co-authored a book with other members of the CREATE team concerning the design of technology for older adult populations. In addition, she is a fellow of the American Psychological Association and the Human Factors and Ergonomics Society and the Gerontological Society of America. She is the current chair of the Risk Prevention and Behavior (RPHB-3) Scientific Review Panel of

the National Institute on Health.

**Statement:** I have a strong interest in increasing my involvement with Division 20 of APA. I would like to work towards enhancing the multidisciplinary perspective of the division and a focus on translational research. In this regard I would like to increase the involvement of the Division with other Divisions such as Division 21 and also with other organizations such as the Human Factors and Ergonomics Society. I would also like to help the Division identify mechanisms to help promote student research.

### Daniel K. Mroczek, Ph.D.

I received my B.S. from Loyola University of Chicago in 1987, and my Ph.D. in psychology from Boston University in 1992. I was an NIMH post-doctoral fellow from 1992 to 1995 at the University of Michigan's Institute for Social Research. In 1995, I joined the psychology faculty of Fordham University in the Bronx, New York, and have remained there since, currently holding the position of Associate Professor of Psychology. Since graduate school, my work has been published in a number of outlets, including the Journals of Gerontology: Psychological Sciences, Journal of Personality and Social Psychology, Current Directions in Psychological Science, Psychological Medicine, Health Psychology, Journal of Personality and Medical Care. I am also the recipient of a 5-year R01 grant (2000-2005) from the NIA to study intraindividual change in personality and well-being in adulthood and their association with physical health. Since 2002, I have also been involved with a 16-university interdisciplinary P01 project led by the University of Wisconsin to study psychosocial

## Member-at-Large Candidates

precursors of biomedical outcomes, especially physical health and illness, using a large national sample of midlife and older Americans. My research interests lie primarily in the area of personality development and well-being in midlife and older adulthood, and how these interface with physical health. My most recent work deals specifically with stability and change in personality traits, as well as with change in various aspects of well-being (affect, life satisfaction) in midlife and older adulthood. I also have several methodological interests, including data analytic techniques for estimating change, especially individual growth modeling. I serve on the editorial boards of the *Journals of Gerontology: Psychological Sciences and Psychology and Aging*. I was a member of the NIA-S study section until recently, when I accepted an appointment to the SPIP study section at NIH.

**Statement:** As Member-at-Large, I would encourage Division 20 to reach outside of our disciplinary boundaries and promote interdisciplinary collaboration with other social scientists as well as biomedical scientists. Interdisciplinary research is becoming more and more essential to furthering understanding of aging, and Division 20, along with other divisions, can help promote such collaborations. In addition, as someone who has served on two different NIH study sections, as Member-at-Large I would promote greater involvement between Division 20 and the various NIH entities that fund aging research. This means NIA, of course, but also NIMH, NIDA, NHLBI, NCI, and other entities within the NIH, such as OBSSR. Fruitful dialogue and collaboration between NIH staff and members of Division 20 will serve to improve aging research, especially interdisciplinary aging research. Finally, as Member-at-Large, I will promote the importance of scientific research and scholarship within the broader APA

community. I will work to ensure that scientists and scholars, regardless of whether they work in academic settings or not, strengthen their voice within the APA. I believe Division 20 can coordinate with other divisions that are committed to scholarship and science, to build a unified agenda that promotes scientific and scholarly goals.

### Monisha Pasupathi, Ph.D.

Monisha Pasupathi is Assistant Professor of Developmental Psychology at the University of Utah (since 1999). She received her Ph.D. from Stanford University in January of 1997, and held a post-doctoral fellowship at the Max Planck Institute for Human Development, in the Center for Lifespan Psychology, from 1996-1999. Her primary area of research concerns the interplay of autobiographical remembering in conversation and adolescent and adult development, with a special emphasis on the role of collaborative remembering in shaping people's emotions and self-perceptions; this work spans social, personality, cognitive, and developmental arenas and has been funded through NIMH. She also retains an interest in various approaches to studying wisdom from her post-doctoral time, at present, primarily on the circumstances under which collaborative remembering yields greater insights about personal experience. Consistent with these broad research interests, she reviews for *Psychology and Aging*, *Journals of Gerontology: Psychological Sciences*, *Developmental Psychology*, *Journal of Personality*, *Personality and Social Psychology Bulletin*, *International Journal of Behavioral Development*, and *Journal of Applied Cognitive Psychology*. She is a member of APA's divisions 7, 8 and 20, as well

*Statements continue on page 8*

## DIVISION 20 Member-at-Large Candidates

*Pasupathi, continued*

as of the American Psychological Society, the International Society for the Study of Behavioral Development, and the Society for Research on Child Development.

**Statement:** I previously served Division 20 as Membership Chair, an appointed position, and as a consequence of that position, spent much time thinking about the value of membership and the real service that Division 20 provides for both members and nonmembers, via its website. I came to the conclusion that within the community of psychologists interested in adult development, we provide clear services in many ways; these services have now been expanded to include *Psychology and Aging*, a move that I hope will consolidate the identity of Division 20. I also came to believe, as do many of our members, that many areas of Psychology that do not consider adult development lose something in the process. As Member-at-Large, I believe I have two things to offer. First, in my research life, I already spend a great deal of time bringing developmental approaches to the personality and social arena, and vice-versa. As someone with a relatively broad focus on adolescent and adult development, I could represent a truly lifespan approach. Thus, continuing our contacts with other divisions and organizations focused on development is appealing to me. Second, I have a long-standing personal commitment to interchange between practitioners and researchers as well as those who wear both hats; I would welcome chances to develop ways of enhancing communication among these three groups of people within our membership.

### Mary Ann Parris Stephens, Ph.D.

Dr. Mary Ann Parris Stephens has investigated a variety of health and psychosocial challenges associated with aging. The Department of Psychology at Kent State University has been her academic home since she received her Ph.D. in Social and Health Psychology from the University of Houston in 1980. Her research focuses on the provision and receipt of social support within late-life families, and has been supported by NIA and NIMH.

As a member of APA and Division 20 for over twenty years, Dr. Stephens has served the division as Treasurer, APA Convention Program Chair, Chair of the Elections Committee, and she was recipient of the Division 20 Mentor Award in 1999. In addition to Division 20 (Fellow since 1998), she is a member of Division 38 (Health Psychology) and GSA's Behavioral and Social Sciences (BSS) section (Fellow since 1995). In Division 38, she is Chair of the Health and Aging Interest Group (which bridges Divisions 20 and 38), and in BSS, she has served on governance boards and committees. She joined the editorial board of *Psychology and Aging* in 1993 and was the journal's Associate Editor from 1999- 2002.

**Statement:** As Member-at-Large, I would work to strengthen our impact on aging-related research, education, practice and policy through promoting the visibility and vitality of our division. To this end, I believe the division needs to place a high priority on attracting new Division 20 members. Moreover, because the vitality of a division is significantly influenced by the diversity of its members, another priority is to focus recruitment efforts on individuals from groups that have been under represented in the division. Division 20 has been my professional home in APA for many years, and I would be pleased to serve as a Member-at-Large on its executive board.

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## STUDENT NEWS

### APA 2004 Symposium:

A division 20 symposium designed to benefit students has been accepted for the 2004 APA convention program. This symposium, entitled *Diversity Issues in Careers in Adult Development and Aging*, will feature participants Dr. Patricia A. Arean, Dr. James S. Jackson, and Dr. Douglas C. Kimmel. Participant topics include: *Methods for developing minority psychologists in mental health research*; *Diversity and aging related research on African Americans*; and *Working with sexual minorities*. We are extremely fortunate to have this distinguished panel of experts addressing this important topic.

### Ideas and Volunteers Needed for Social Event:

Plans for the Division 20 student social event for the APA 2004 convention are underway. The budget is established and we are in the information gathering stage. This will likely be a casual social event with modest food and drink provided. We still need ideas and volunteers for this event. I would like as much feedback as possible from students so that the event will truly represent student wishes. If you have an idea for a food type, a venue, etc., or if you would like to volunteer to help with the event, please email me at [stevenda@usc.edu](mailto:stevenda@usc.edu). It would be particularly helpful to have input from students who live in Hawaii or are familiar with Honolulu, but input from all students is encouraged! In addition, I welcome correspondence regarding any issues relevant to Division 20 students. I look forward to meeting many of you in Honolulu!

Regards,

Steven David

Division 20 Student Representative, [stevenda@usc.edu](mailto:stevenda@usc.edu)

### **RAND Summer Institute**

RAND is pleased to announce the 11th annual RAND Summer Institute (RSI), which will take place in Santa Monica, CA, July 7-10, 2004. RSI consists of two conferences, each addressing critical issues facing our aging population: a Mini-Medical School for Social Scientists (July 7-8) and a workshop on the Demography, Economics and Epidemiology of Aging (July 9-10). The primary aim of RSI is to expose scholars interested in the study of aging to a wide range of research being conducted in fields beyond their own specialties.

All interested researchers are invited to apply to attend RSI 2004. Applicants may apply for fellowship support to pay for travel and accommodations. Visit the website for further information and an online application <http://www.rand.org/labor/aging/rsi/>. For additional information, please contact Dawn Matsui at [dawn\\_matsui@rand.org](mailto:dawn_matsui@rand.org).

**Minutes of Division 20 Executive Board Meeting  
November 22, 2003  
Respectfully Submitted by Jane Berry, Secretary Division 20**

The meeting of the Executive Board at the Gerontological Society of America (GSA) annual conference held in San Diego was convened at 8:10 a.m. by Bob Knight, President.

Attending: George Rebok, Manfred Diehl, Ron Spiro, Harvey Sterns (Past-President), JoNell Strough, Rosemary Blieszner, Judith Sugar, Elizabeth Zelinski, Leah Light (President-Elect), Forrest Scogin, Bob Knight (President), Gregory Smith, Michael Marsiske, Susan Whitbourne, Dan Mroczek.

Secretary's Report: Jane Berry circulated minutes from APA 2003 Executive Board meeting. Bob called for approval, which was seconded, and minutes were approved.

Treasurer's Report: George Rebok reported that income generated from membership dues is up considerably from 2002, due partially to dues increase in 2003. Report was approved by voice vote.

### **Old Business**

Funding for aging grants at NIA: Discussion of how to monitor and contribute to aging grants? Should we be pushing for an aging study section? Are behavioral sciences getting funded at same rate as other areas? Bob asked for data and Leah volunteered to investigate at various offices and with various administrators. The possibility of a grant-getting/funding symposium or panel for potential investigators was raised. It's too late to get on program for APA but could be focus of a hospitality suite in Hawaii, and could be programmed for GSA 2004, if interest exists.

Handbook revision: Jane Berry is directing this project and expects to circulate a revision for approval to Executive Board in early spring 2004.  
Executive Board elections process: All members of Division 20 are eligible and encouraged to consider running for office. Some positions are appointed by President (and are therefore yearly and subject to reappointment) and some positions are elected 3-year positions. A letter should be written and sent to Executive Board members at beginning and end of term. Bob volunteered to

to write letter, which will include a request for Board members to update Handbook at end of term. It was suggested that each new program chair should attend EB meeting prior to year of service with President-Elect. It was noted that the five elected officers have a \$500/year travel budget to attend Executive Board meeting.

Endorsing candidates for APA president: The issue of whether Division 20 should endorse candidates for APA president was raised. It has not historically endorsed candidates. Some members lobbied strongly for endorsement and other raised concerns about the consequences of endorsement. Discussion regarding pros and cons was lengthy. It was moved, seconded, and approved that a vote should be put to membership. Bob will ask Chris Hertzog to create ballot. Names for possible APA President candidates within aging were discussed among Board members.

Commission for Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP): Bob Knight reported that the specialty application for CRSPPP is being drafted by combined 12-II, and is due January 1, 2004 (one due date per year). The draft requires signatures from five Executive Board officers (three presidents, treasurer, secretary). Draft application does not seem controversial; group is drawing upon material from prior proficiency application. APA recognizes that geropsychology is a specialty. Forrest commended Bob for taking lead on this project.

### **New Business**

Program Report: Ron Spiro reported that the submission rate for APA 2004 was high, and asked two questions of Board. First, does Division 20 want to host a hospitality suite for APA 2004, and second, is there travel support for invited speakers who are non-psychologists and non-members? Discussion ensued, and it was agreed that a hospitality suite staffed primarily by students should be planned. Ron further reported that cross-cutting symposia were solicited on program chair listserv; we joined on with Divisions

12 and 18 on president's new freedom commission report on mental health. Research and delivery on mental health is symposium topic. *Membership:* Bob reported that membership is holding steady, and that it's too early to evaluate membership fluctuations due to P&A membership dues with subscriptions.

*Continuing Education:* Greg Smith gave report, and emphasized need to reserve cabin on cruise if planning to get CE credit for workshop. Need to advertise to Division 12 and others.

*Fellowships:* Rosemary Blieszner reported on fellowship applications and will accept additional nominations through January 5, 2004. Discussion included the question of inviting Fellows from other divisions to join Division 20 (that is, to confer fellowship status to them). Additional strategies for identifying and selecting potential Fellows were discussed, with general consensus that numbers should be raised.

*Elections:* Bob for Chris Herzog reported that nominees are being solicited for members-elect and new members-at-large. If you have anyone to nominate, let Chris, Harvey Sterns, or Bob know.

*Awards:* Dan Mroczek reported that a senior awards chair (mentors) and junior awards chair (students) structure is in place, and encouraged us to submit applications for awards in all categories. Adam Davey is new co-chair.

*Education:* No report.

*Internet/Listserv:* Michael reported that listserv has diminished to less than 800 participants, and that we might consider publicizing it more if we value it as a source of communication. Suggestions included having mentors encourage or invite students to sign on, put announcements in Newsletter and in APA graduate student magazine (*gradPSYCH*). Such an announcement could include information on student awards and division activities, benefits, programs, etc.

*Newsletter:* JoNell Strough reported for the co-editors, introducing the proposal to move two of the three yearly newsletter publications to

electronic format, keeping one (possibly the newsletter containing conference program) in paper format. This will save on publication costs. Discussion ensued (e.g., polling membership regarding desirability) and matter was left open for further consideration and suggestions.

*Bylaws Committee:* A committee comprised of Harvey Sterns, Jane Berry, and Manfred Diehl will compare Handbook to Bylaws for consistency, with goal of updating and revising Bylaws (using APA rules regulating that process).

## **Liaison Reports**

*Council on Aging (CONA):* Forrest Scogin gave an update, commending Debbie deGilio for her work on behalf of aging to APA at large, and urging us to continue to support her efforts. Forrest reported that the American Bar Association and APA are collaborating on the issue of capacity assessment and competence. Information from the Research Retirement Foundation (RRF) was collected for a brochure on geropsychology to lobby folks on Capitol Hill regarding legislation and funding. John Cavanaugh is incoming CONA president in January 2004.

*Education:* Judith Sugar took over in August 2003, and has made connection with Division 2 diversity task force.

*Student Representative:* Steven David reported that a symposium on diversity aimed at students was submitted to 2004 program. Discussion included budget for student work at APA Hawaii, why student representatives are appointed rather than elected (might generate more student interest if elected). Consensus was clear that the student reception at APA is an important networking, professional development, and social opportunity for students.

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

## **Teaching Tips:** Service Learning and Education on Aging

**Submitted by: Robert G. Bringle, Ph.D.**

Director, Center for Service and Learning  
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Service learning has much to offer educators who would like to deepen the understanding that students have of adult aging beyond a superficial understanding of content knowledge. My first contact with service learning was with a national demonstration Intergenerational Service-Learning Project organized by Jim Firman through the National Council on Aging. Although we conducted a formal evaluation of the experience (Bringle & Kremer, 1993), it was very apparent before the data were analyzed that service learning provided a powerful pedagogy for deepening the learning, developing a broader sense of civic responsibility, and dramatically influencing the personal and professional lives of students. Although related to other field experiences that can be offered in courses (e.g., internships, field observation, research) and outside of courses (e.g., co-curricular community service), service learning is unique because of its emphasis on the civic education of students.

In an APA award address, Altman (1996) proposes that along with foundational knowledge (content and cross-disciplinary knowledge) and professional knowledge (practitioner skills and content), socially responsive knowledge should be an integral part of the undergraduate curriculum. How can the challenge of educating future generations include socially responsive knowledge in a manner that is pedagogically sound? How can education prepare students for active participation in democratic processes in their communities? How can students acquire the philanthropic habits that will enrich their lives and contribute to their communities both through their professional roles and through their roles as citizens? The importance of answering these questions is heightened by a related question: "Why do we need more than a vocational education? In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it" (Mathews, 1995, p. 70).

### **Service Learning as a Pedagogy**

For these reasons, educators are attracted to pedagogy like service learning, which engages students and faculty in their communities in educationally meaningful ways. Service learning is defined as a "course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p. 112). The service component in a course can be designed as an option to a traditional academic assignment (e.g., research paper), a requirement for all students, a disciplinary capstone course, or a 4th credit service learning option in a 3 credit semester hour course (Enos & Troppe, 1996). In service learning classes, students do not receive academic credit for engaging in community service; they receive academic credit for the learning that occurs as a result of the service experience (Howard, 1993).

Service learning classes engage students in service activities that simultaneously attain two goals: the service activities (a) are beneficial to the community stakeholders (e.g., agency, clients, neighborhood residents) and (b) meet the instructor's educational objectives. The service learning class, then, establishes democratic, **reciprocal** relationships in which both the community and the campus forge the relationship, invest and benefit, teach and learn. Thus, well-executed service learning represents a coordinated partnership between the campus and the community, with the instructor tailoring the service experience to the educational agenda and community representatives ensuring that the students' community service is consistent with their goals (Zlotkowski, 1999).

In addition, the service experience provides a rich text from which academic lessons are learned through the interplay between theory and practice. The educational outcomes are derived from community service through **reflection** activities (e.g., structured journals, small group

discussions, directed writing; see Eyler, Giles, & Schmiede, (1996). The presumption is that community service does not necessarily, in and of itself, produce academic learning. Reflection activities provide the bridge between the community service activities and the educational content of the course. When properly designed and implemented, reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied, analyzed, and interpreted much like a text is read and studied for deeper academic understanding. Well-designed reflection activities should (a) intentionally link the service experience to course-based learning objectives, (b) be structured, (c) occur regularly, (d) allow feedback and assessment, and (e) include the clarification of personal values (Bringle & Hatcher, 1999; Hatcher & Bringle, 1997). Critical reflective thought, then, can add new meaning to service experiences, enrich the academic content of the course, and develop students' ability to take informed actions in the future (Dewey, 1916, 1933; Hatcher, 1997).

As a form of experiential education, service-learning shares similarities with internships, field education, practica, and voluntary service. Furco (1996) places these forms of education on a continuum. At one end of the continuum are internships and practica with their primary focus on the students' career development and preparation. At the other end are volunteer activities, in which the emphasis is on civic involvement and the services provided to recipients, with no formal goals for learning. Furco locates service-learning in the middle of the continuum and states that it is unique in its, "intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring" (Furco, 1996, p. 5). However, what is most distinctive about a service learning course (in contrast to a practicum, field observation, or co-curricular service) is having civic education be a deliberate educational goal through which students develop an understanding of their current and future role in their communities.

Altman (1996) notes that socially responsive knowledge has not been emphasized

in higher education, and he suggests that service learning is the preferred pedagogy for achieving socially responsive knowledge. There are three goals for socially responsive knowledge "first, to educate students in the problems of society; second, have them experience and understand first-hand social issues in their community; and third, and most important, give students the experiences and skills to act on social problems" (Altman, 1996, pp. 375-376). Service learning engages students in challenging community service settings that confront the application of course content to new situations, expose them to unfamiliar issues and to perspectives different from their own, and encourage them to consider how solutions can be developed for difficult societal issues. The promise is that service learning can produce enriched forms of learning that transcend traditional content-based mastery and allow students to develop new ways of thinking and acting that are integrated with their personal values. There is increasing evidence that service learning is effective in helping students develop socially responsive knowledge as well as facilitating learning in the more traditional domains of content and skills, such as the capacity to view phenomenon from multiple perspectives and to apply knowledge developed in one setting to other settings (Eyler, Giles, Stenson, & Gray; 2001; Eyler & Giles, 1999).

Service learning is well suited to courses focused on aging and resources are available to guide instructors who wish to modify a course to encompass a community service component with appropriate reflection activities. The website for Building an Intergenerational Service-Learning Infrastructure in Gerontology (<http://www.gt.pitt.edu/>) provides resources to those interested in intergenerational service-learning in gerontology, links to participating colleges and universities, and information on conferences related to gerontology. The Clearinghouse on Service-learning for Healthy Aging (CSLHA) gathers information on service-learning partnerships between communities and higher educational institutions that are dedicated to promoting the health of older adults ([www.healthyaging.us](http://www.healthyaging.us)).

*Teaching Tips continues on page 14*

## Teaching Tips Continued

Additional resources are available at Campus Compact ([www.compact.org](http://www.compact.org)), the national organization that supports community service, service learning, and civic education.

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## Nominations Sought for APA Fellows

Please help to identify potential fellows of Division 20—nominate yourself or others who meet the following criteria:

### For new Fellows:

1. Possession of a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing;
2. Membership in Division 20 for at least two years;
3. Achievement of a minimum of five years of acceptable professional experience subsequent to the granting of the doctoral degree;
4. Evidence of **unusual or outstanding** contribution or performance in the field of psychology;
5. Record of distinguished and scholarly contribution to the field of adult development and aging, ordinarily in the form of published papers or books documenting the work in empirical research, the development of theory or method, or other scholarly pursuits; and
6. Presentation of endorsements from at least three fellows of APA (the majority of whom must be fellows of Division 20) written within the past year.

The nominee submits a self-written statement about the professional accomplishments that warrant Fellow status, a completed copy of the Uniform Fellow Application, and a CV with publications marked R for refereed as appropriate.

### For Div. 20 members who are already APA Fellows:

1. Membership in Division 20 for at least two years, and
2. Professional work related to the psychology of adult development and aging.

Current Fellows of other divisions who wish to become Fellows of Division 20 submit the Uniform Fellow Application, their APA membership number, and a CV.

The next review process will take place in spring, 2005; completed application packages will be due Jan. 7, 2005. Submit nominations to and request forms or more information from:

**Rosemary Blieszner**, Division 20 Fellowship Chair, Department of Human Development (0416), Virginia Polytechnic Institute and State University, Blacksburg, VA 24061, Phone: (540) 231-5437, Fax: (540) 231-7012, Email: [rmb@vt.edu](mailto:rmb@vt.edu).

**For up-to-date information regarding APA news and issues, visit the APA web site ([www.apa.org](http://www.apa.org)) and the Division 20 Homepage ( [aging.ufl.edu/apadiv20/apadiv20.htm](http://aging.ufl.edu/apadiv20/apadiv20.htm)).**

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## Award Competitions for Division 20 Members

Detailed information about each of these programs can be found on the Division 20 web site:  
<http://aging.ufl.edu/apadiv20/awards.htm#members>

### **Award Competitions for Faculty** (Applications due June 1, 2004)

Distinguished Research Achievement Award

The RRF M. Powell Lawton Career Achievement Award in Applied Gerontology

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

### **Award Competitions for Students** (Applications due June 1 or June 15, 2004)

Margret Baltes Doctoral Dissertation Award (6-1-04)

Retirement Research Foundation Student Awards for Completed Research (6-15-04)

Retirement Research Foundation Student Awards for Research Proposals (6-15-04)

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

Division 20, American Psychological Association

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