

Adult Development & Aging News

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20 DIVISION

President's Message

A lot of newsworthy events have taken place since the last edition of our newsletter. My first column was quite long, so this one will be brief, but hopefully chock-full of information.

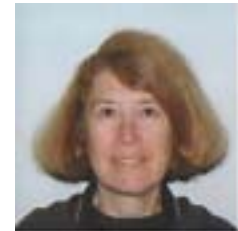
Division News

Gisela Labouvie-Vief has regretfully resigned as Member-at-Large and, in accordance with procedures outlined in our By-Laws, Sara Czaja joined the Executive Committee—just in time for the midyear meeting in November. On the larger APA front, the Division has gained representation on Boards and Committees. Susan Krauss Whitbourne has been elected to the Policy and Planning Board, Norm Abeles to the Ethics Board, and Denise Park to Publications and Communications. Rosemary Blieszner has joined the APA Committee on Aging. CONA presented its second annual *Award for the Advancement of*

Psychology and Aging at its October 2004 meeting to George Niederehe in recognition of his pivotal role in the development of the field of geropsychology.

Judith Sugar, together with members of Divisions 13 and 12, Section 2, received an Interdivisional Grant award for a project entitled “Opportunities for Retired Psychologists: Feasibility of a Web-Based Venue.” A joint committee of Division 20 and Division 12, Section 2, is planning a conference to develop a training model for the proposed specialty in professional geropsychology to be held some time in 2006; Bob Knight reports that support for this project is forthcoming from the Education Directorate and from the Research Retirement Foundation.

Congratulations to all!



Leah Light, Division 20 President

In the apportionment ballot, we were successful in keeping our two seats on Council. Sue Whitbourne has estimated that we need 1500 more votes to secure a third seat. So, even if you can't give us all 10 of your apportionment votes next year, do come out and support Division 20 in next year's balloting. Within the Division, we will be voting this spring for a new President-Elect, Secretary, two Members-at-Large, and both Council seats. To be sure that we have continuing representation on Council with two seats, we will try to stagger seats by electing one representative for a two-year term and one for a

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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

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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**



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three-year term this time around. Candidate statements appear later in this issue. Keep an eye out for the ballot and cast your votes in this important election.

The Division 20 website has a new look—check it out at <http://apadiv20.php.ufl.edu/>. Michael Marsiske, our webmaster, has completely revamped the website which now prominently features links to our sister divisions with interests in aging, breaking news on research, resources for clinicians, educators, and students, information about our awards program, historical tidbits, and much more.

Roybal Centers

In October, NIA announced the establishment of six new Edward R. Roybal Centers for Research on Applied Gerontology. At Indiana University, Christopher Callahan will develop tools for patient management, focusing on physician-patient interaction. Daniel Kahneman and his colleagues at Princeton will develop innovative

measures of well-being. At Stanford, Alan Garber and his research team will apply constructs of emotional regulation to medical and health-related decisions. Two groups at RAND have received awards—Dana Goldman to study ways of forecasting effects of medical breakthroughs on behaviors and decisions related to public and private health expenditures and Arie Kapteyn to develop Internet tools to examine economic decisions that older people make based on their understanding of risks and event probability. At Oregon Health Sciences University, Jeffrey Kaye's group will use new technology to develop a senior community in which activities can be studied unobtrusively with an eye to examining the well-being of people as they age.

Convention

Liz Zelinski and Sara Qualls, our program co-chairs have

revealed highlights of our 2005 Convention program. We have 14 substantive and 7 nonsubstantive hours allotted. Symposia to be given include Intergeneration Caregiving: Research, Practice, Policy; Close Social Relations: Implications for Well-Being and Relationship Functioning; Close Relations Across the Life Span: Special Roles of Friends; Alternative Approaches for Multivariate Analyses of Change; End of Life Care: Conceptual, Practical, Ethical, and Policy Considerations; Examining Interrelations Among Cognition, Personality, and Health in Aging; Psychological Solutions to White House Conference on Aging Issues; Positive Development in Adulthood: Clarifications, Age Trends, and Contextual Influences; Family Responses to Mild Cognitive Impairment; and Telling Stories: The Social Contexts and Functions of Autobiographical Remembering. Our graduate student representatives have organized a session entitled Non-Academic Careers in Adult Development and Aging. We will be

Note From Co-Editors:

We sincerely thank those who contributed to this issue. We encourage Division members to send us announcements of general interest and short provocative pieces. If you have an idea for a feature article, please contact one of us. Submissions may be sent to any of the three editors via email as a Word or WordPerfect attachment.

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Council of Representatives Report

Susan Whitbourne and Paul Costa
February 18-20 Washington, DC

The February 2005 meeting of Council was packed with the usual heavy issues that face us on Council, including 43 items in the Agenda book (and others that were added during the meeting). To indicate the amount of work that is involved in deliberating properly over these items, consider that there are six volumes of material totaling 1,157 pages of material (fortunately provided online!). Some of these issues are directly pertinent to Division 20 but others had broader implications for the organization as a whole.

Regarding the budget, always a matter of interest, APA's Chief Financial Officer Jack McKay projects that the organization will have a surplus in 2004 amounting to possibly as much as more than \$3 million. However, this surplus will not exist in 2005 as an accounting change was the main reason for its existence. Revenues from electronic print media are increasing in comparison to revenues from print subscriptions. Dues will be increasing once again in 2005 in accordance with the policy to tie yearly dues increases to cost of living so we unfortunately do not benefit from this surplus. Interestingly, dues account for only 14% of all revenue. The member dues statement package is being revised to make membership renewal more efficient. The surplus in 2004 made it possible for APA to donate \$150,000 to tsunami relief. The long-term portfolio is healthy with an 11.3% average return projected for 2004. As a result of the debate over Ray Fowler's retirement compensation package, Council voted last year to review the CEO's compensation package every 3 years. Therefore (in executive session) we were presented with CEO Norman Anderson's compensation package which we then approved.

On the Saturday morning of the meeting, a Multicultural Organizational Leadership Workshop was facilitated by Toy Caldwell-Colbert, Sandra Shullman, and John Dovidio which included discussions of nature of contemporary bias, contemporary bias

and disparate outcomes, bias and group processes. This well-run workshop encouraged Council members to develop ideas about how to increase diversity sensitivity and representation in their constituencies. This is a topic that we would recommend be included in the next Executive Board meeting; if members have ideas and suggestions please forward them to Leah or us.

The APA Policy and Planning Board prepared a five-year report on the future of APA entitled APA 2020: A Perfect Vision for Psychology. The report will be published in the *American Psychologist*. Highlights include "Points of Pride," which are notable accomplishments in the field incorporating research, teaching, and practice, and recommendations which focus on ways that APA can address major challenges such as the need to retain and recruit new members, enhance diversity, and increase member involvement. If you would like to see an advance copy, Sue is on P&P and would be happy to provide it.

On an otherwise quiet Sunday agenda, when we were hoping for a smooth passage of the CRSPPP Petition for the Recognition of Clinical Geropsychology as a Proficiency in Professional Psychology, we were temporarily blindsided by a council member from a state association who rose to offer a prepared statement speaking against the motion to accept. We had been prepared for suggestions supported by the Women's Caucus that we increase attention given to issues of gender, but the suggestion that the proficiency not be approved at all took us completely by surprise. At least four other members voiced similar objections citing a shrinking market, infringement on their professional competence and the like. This unparalleled challenge to the current rules and practices of

APA was vigorously challenged by Sue and Paul and others especially Neil Massoth and Michael Duffy (Chair of the Board for the Advancement of Psychology in the Public Interest). After considerable discussion and debate, Council passed the motion to extend proficiency in geropsychology until February 2012. It is interesting that the issue of there being too many specialties and proficiency areas arose around clinical geropsychology and has not for similar proficiency and specialty areas. The undercurrent of ageism surrounding these issues suggests that we remain vigilant.

An even more intense undercurrent that permeated the meeting was the agenda item dealing with the report of the APA Delegation to the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance. At the August Council meeting, this report was presented and it had been assumed that it would be accepted without much discussion. However, members of Council objected to the inclusion of the actual U.N. report which, known as the "Durban Report," contained statements critical of Israel. The upshot of that debate was creation of a Task Force to resolve what seemed to be insurmountable differences between the APA Commission and those who objected to its report. The Task Force, however, presented a report that included provisions that would make it clear that by accepting the Task Force's report we were not accepting the U.N.'s report. The motion was carried that a working group will be established by the APA President to develop a resolution condemning anti-Semitic and anti-Jewish and other religious, religion-related, and/or religion derived prejudice and discrimination. Again, if you would like more information, please feel free to contact us.

Council went into executive session on Friday and Sunday to discuss the proposed new Division called "The Society for Human-Animal Studies."

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**Minutes of Midyear Meeting of Division 20 Executive Committee
Gerontological Society of America
Washington, D.C.
November 20, 2004**

Respectfully submitted by Jane M. Berry, Secretary, Division 20

The meeting was called to order by Leah Light at 8:05 a.m.

Attending: Leah Light, Ron Spiro, Sylvia Sörensen, Adam Davey, Susan Charles, Mary Ann Stephens, Rosemary Blieszner, Bob Knight, Christie Chung, T.J. McCallum, Sara Qualls, George Rebok, Harvey Sterns, Neil Charness, Greg Smith, Carolyn Aldwin, Dan Mroczek, Manfred Diehl, Judith Sugar, Sue Whitbourne, JoNell Strough, Liz Zelinski, Jane Berry.

Secretary (Jane Berry): A motion was made to approve the minutes of the Executive Committee meeting held at APA, August, 2004. The motion passed and minutes were approved.

Treasurer (George Rebok): The Division had a positive balance sheet as of October, 2004. Membership dues are a primary source of revenue for the Division.

Council Representatives (Sue Whitbourne reporting): Sue reported on issues related to proposal for a new animal division in APA; there are divisions that both support and oppose the establishment of such a division. Sue will go to February 2005 Council meeting. There was discussion regarding issues related to endorsement of APA Presidential candidate, and timing of materials (biosketch, statement) for publication in Division's summer newsletter so that decision to endorse could be made at annual meeting in August. It was stated that the Executive Committee could endorse a candidate, not the full Division membership, but (to state the obvious) members are free to vote for any candidate whether endorsed by Division or not. Issue of NIH-sponsored research and electronic publishing of same was raised and discussed, e.g., subscription rates for journals, the peer review process, etc. Sue will bring to attention of Council.

Geropsychology specialization (Bob Knight): Task force of Section II, Division 12, is moving ahead with developing a model of training for geropsychologists. Section II has appointed a chair from the Boston VA to the committee task force. Task force is examining other materials and models (e.g., health, neuropsychology, child clinical) to inform its work. Task force is pursuing different ways to support the task force and will return to Division 20 later in year with progress report. There is a need for interdivisional support on this issue. Harvey reminded us of history of Older Boulder model.

Education and Continuing Education (Greg Smith): Greg reported that Division 20 has been granted five full years approval as an APA provider of CE credits. The CE event in Hawaii yielded a profit which was split 50/50 with APA central office. This committee is currently working on co-

sponsored CE event with Sara Qualls on geriatric mental health; psychotherapy for depression and anxiety, for APA 2005, to be held during training conference, June 30-July 3, 2005, in CO with Sara Qualls and Bob Knight. Harvey Sterns is working on another possible topic for CE stemming from Committee on Aging sessions on ABA and APA assessment of older adults and legal documents. Working with APA's office on development of possible daylong workshop before APA.

Sylvia Sörensen announced that she is stepping down as liaison to APA Committee on International Relations so as to devote time to work in Division 52, International Psychology. Division 20 is seeking nominees for liaison position to replace Sylvia.

Discussion regarding committee structures and composition ensued. It was noted that in the past, a committee interest form to division membership has been circulated, inviting members to join and work on various (non-elected) committees.

Debbie DiGiglio provided update on APA Office on Aging activities, especially the status of the upcoming White House Conference on Aging (WHCOA) to be held in October 2005. Delegates were to be chosen in December 2004. Recommendations on health, human services, etc. will be determined by delegates. Agenda including topics will be set in February, 2005. Debbie described process of "listening sessions" at state and local levels, and how resolutions begin and the process for moving them up to national level. Margie Gatz to present to participants (including White House representatives) at meeting at APA in Washington on January 24, 2005. Issues will include service and intervention, workforce, and consumer issues, among others. In further discussion during EC meeting, ideas for bringing aging issues before White House were discussed. Toni Antonucci joined this part of EC meeting and discussion.

Program (Liz Zelinski with Sara Qualls): Update on invited symposia and other programs that are in the works. Brief discussion of ideas for social event.

Jane Berry, Harvey Sterns, and Leah Light led a discussion on revisions to the Division 20 Bylaws and Handbook, and expect the revisions to be completed by Spring 2005.

Check out our new look at the Division's website: <http://apadiv20.php.ufl.edu/>

The meeting was adjourned at 9:05 a.m.

Developmental Health Award

Dr. Karen S. Rook has been selected as the recipient of the 2005 Developmental Health Award, sponsored by the Health and Aging Interest Group. Dr. Rook will receive the award at the APA convention in August. The Health and Aging Interest Group consists of individuals who are members of Division 38 (Health Psychology) and/or Division 20 and whose scholarly interests bridge those of the two divisions.

This biennial award to recognize individuals for their scholarly contributions to health and aging was established in 1996. Four awards have been given: M. Powell Lawton (1997), Janice Kiecolt-Glaser (1999), Howard Leventhal (2001), and Richard Schulz (2003). Nominees were solicited for the 2005 Developmental Health Award through Divisions 38 and 20 listservs. A total of five individuals were nominated and were voted on by members of the Health and Aging Interest Group.

Award for the Advancement of Psychology and Aging

The APA Committee on Aging presented Dr. George Niederehe with the Award for the Advancement of Psychology and Aging on October 1st during the APA 2004 Fall Consolidated Meetings. The award plaque states: "This award is given in recognition of his pivotal role in the development of the field of geropsychology. Dr. Niederehe is to be commended for his creative leadership at the National Institute of Mental Health and his mentorship of students, fellows, and junior colleagues. This award also applauds his leadership in promoting the recognition of clinical geropsychology within APA including the establishment of APA Division 12, Section 2 and his tenacious advocacy in the development of the Guidelines for Psychological Practice with Older Adults. Dr. Niederehe is a model psychologist whose professional work has been grounded in theory and research. His broad perspective on scientific, clinical, and educational issues has enriched geropsychology." Look for a picture of Dr. Neiderehe receiving this award in the December *Monitor on Psychology*.

Conference News

Division 20 received 84 poster submissions for the APA 2005 conference. Seventy-eight of these were accepted and will be presented in three sessions. Eleven symposia were submitted. Three of the symposia were invited and two of the invited sessions will be co-sponsored with Division 5. One invited address will be delivered. The official program will appear in the summer issue of the Division 20 Newsletter. Details about the Division 20 social event at APA are in the process of being confirmed. Watch for updates. See you in Washington D.C. this August!

Student News

Dear Students,

Are you trying to figure out what to do after graduate school? Are you wondering what careers are available outside of academia? If you would like to explore your career options, this year's Division 20 graduate student symposium is for you! The graduate student symposium, entitled "Non-academic Careers in Adult Development and Aging", will include a talk by Thomas H. Crook III, PhD, President and Chief Executive Officer of Psychologix, Inc., and Roger W. Morrell, Ph.D., Director of Research at GeroTech Corporation. Dr. Crook is an expert on memory retention and memory loss. He has served as Chief of the NIMH Geriatric Psychopharmacology Program and has also founded organizations such as Memory Assessment Clinics and Advanced Psychometrics Corporation. His talk's title is "Entrepreneurial Thinking for Young Psychologists in an Aging World". Dr. Morrell is an expert on older adults' use of information technology. He has served as the primary consultant on aging to the Office of Communications and Public Liaison, the National Institute on Aging, on the design, development, and assessment of the www.NIHSeniorHealth.gov web site. His talk's title is "Virtual Consulting, Publishing, and Getting Paid Outside of Academia".

Apart from the symposium, we are also organizing a graduate student happy hour. Take a break from the conference and have a few drinks with your fellow students! This would be a great chance to get to know people who have similar research and career interests as you. Stay tuned for more information on where and when the event will take place. We look forward to meeting all of you! Please feel free to contact us with any questions or concerns.

Meredith M. Patterson & Christie Chung

APA Division 20 Student Representatives
meredith.patterson@cgu.edu
christie.chung@cgu.edu

Feature Article

Cognitive Impairment in Midlife and Older Persons Living with HIV/AIDS: Pilot Results of a Cognitive Clinical Intervention to Improve Medication Adherence

Marcia M. Neundorfer, PhD, RN & Cameron J. Camp, PhD
Myers Research Institute, Menorah Park Center for Senior Living

Face of HIV/AIDS is Aging

Persons aged 45 years and older represented 25% of all new cases of HIV/AIDS in the United States in 2002 (CDC, 2002a); persons aged 50 years and older, traditionally considered "older persons" within HIV/AIDS demographics, represented 11% of these new cases (CDC, 2002b). Among all persons living with HIV/AIDS, persons aged 50 years and older account for approximately 15%, a rate that continues to rise as persons with HIV/AIDS live longer on current treatments, and as the number of new infections in this older age group increases (Ory & Mack, 1998). Clearly, the face of HIV/AIDS is aging.

This paper describes one particular challenge - presence of cognitive deficits associated with HIV - which threatens the ability of older persons living with HIV to independently manage their chronic illness. It is critical that psychologists who work with persons with HIV/AIDS assess and identify their cognitive deficits, be aware of the impact of these deficits on ability to self-manage care, and develop strategies that will help them compensate for such deficits. This paper includes pilot data and a case study from an investigation of a cognitive intervention designed to compensate for executive dysfunction in persons aged 50 years and older living with HIV. Results, to date, indicate the potential of this cognitive intervention to compensate for these deficits, as indicated by improvement in participants' medication adherence.

Cognitive Changes and HIV/AIDS

It is estimated that one-third of the adult HIV+ population develops a dementing illness associated with HIV, often called HIV-1 associated dementia or HAD, that involves impairment in cognitive, behavioral, and/or motor spheres (Koutsilieri, ter Meulen, & Riederer, 2001). Although multidrug antiretroviral therapies have significantly prolonged life and improved the quality of life of persons with HIV/AIDS, these drugs have limited penetration of the blood-brain barrier; therefore, residual viruses in the brain may act as a reservoir for ongoing infection and progressive cognitive and motor deficits (Gimenez, Fernandez & Mabondzo, 2004).

Persons with HAD initially complain of difficulty concentrating, remembering things, and completing tasks; in addition, social withdrawal, apathy, irritability, depressed affect and decreased interest in activities are common, a pattern of symptoms consistent with subcortical involvement with projections to the frontal lobe (Castellon, Hinkin, & Myers, 2000; Goldenberg & Boyle, 2000; Goodkin et al., 2001). These symptoms are

often associated with deficits in executive functioning or higher order cognitive processes that control and integrate other mental activities, including planning/anticipating, organizing, inhibiting irrelevant information, memory (e.g., recall and recognition), judgment and self-monitoring (Bryan & Luszcz, 2000; Ferrer-Caja, Crawford, & Bryan, 2002). Executive dysfunction, even without progression to a dementia diagnosis, can impact critical health behaviors for persons living with HIV, such as remembering to take multiple doses of medications a day, keeping track of multiple appointments, and using feedback to change behavior when medications or appointments are missed. Older persons with HIV are at particular risk for executive dysfunction and other cognitive deficits because of common co-morbid illnesses, such as cardiovascular disease and strokes. A history of substance abuse further threatens cognitive function (Bartok et al., 1997; Martin, Pitrak, Robertson, et al., 1995; Martin, Pitrak, Pursell, Mullan, & Novak, 1995; Martin et al., 2003; Taylor et al., 2000).

Medication adherence levels of 95% or greater are required to maintain suppression of the HIV virus and prevent drug resistance and drug failure (Nieuwkerk et al., 2001; Paterson et al., 2000). Studies, however, show that 40% to 60% of HIV patients are < 90% adherent (Bartlett, 2002). Active psychiatric illness is an independent risk factor for non-adherence (Lucas, Chaisson, & Moore, 1999; Paterson et al.). Consequently, non-adherence to antiretroviral therapy has been identified as one of the greatest public health challenges associated with HIV/AIDS (Kennedy, 2000). We will next describe an intervention designed to address this challenge.

Spaced Retrieval

Spaced retrieval (SR) is a cognitive intervention that helps individuals recall information over clinically meaningful time frames (days, weeks, months). In essence, SR is a shaping paradigm applied to memory, with closer and closer approximations to the desired goal (long-term retention) intrinsically reinforced through successfully recalling target information (Camp, Bird, & Cherry, 2000). To illustrate SR as a technique to help individuals adhere to their medications the SR therapist uses the prompt question, "What do you do after you take your medications?" The client then recalls the response, "Check them off the checklist," beginning with a 30 second time interval and then doubling the interval (1 min, 2 min, up to 16 min) after each successful recall. If the client fails to recall the response correctly, the therapist tells the client the correct response, asks him/her to repeat it, and reduces the length of the time interval for the next prompt to the length of interval at which the client was last successful. At the same time as the verbal recall, clients practice executing the motor strategy (e.g., checking the medications off the

checklist). Each session ends with the client successfully recalling the response and demonstrating the correct strategy. When the client is able to recall the correct response and demonstrate the correct strategy at the initial trial of three consecutive training sessions (spaced 2 – 5 days apart), then the client has achieved “initial mastery.”

Why should SR be able to produce new learning? Our current thinking on this topic focuses on a model developed by Larry Squire and his colleagues in which there are two types of learning/memory systems. The first, called declarative (or explicit) memory (Squire, 1992, 1994) – what is commonly considered “memory,” such as what you ate for breakfast - involves conscious learning and retrieval. The declarative memory system is impaired early in the course of most dementing illnesses, including HAD. In Squire’s model, the second memory system is referred to as nondeclarative (or implicit) memory. It involves the use of well-learned processes and the unconscious, relatively effortless acquisition and retrieval of new information. There is evidence that in some dementias, implicit memory may be preserved until relatively late in their progression (Bäckman, 1992; Fleischman & Gabrieli, 1998). It is believed that appropriately-structured SR practice allows new information to enter through implicit memory, possibly as an “ecologically valid” form of repetition priming, in which memory improves with practice, even when no conscious recollection of learning takes place.

In addition, SR takes advantage of a neuropsychological rehabilitation principle called “errorless learning” (Baddeley, 1992; Wilson, Baddeley, Evans, & Shiel, 1994). It is important that persons using implicit memory, rather than impaired declarative memory, engage in “errorless” practice with new information. This is because these individuals cannot readily recall past practice episodes to compare with, and to use to correct, current responses. (See Camp, in press, for a more in-depth review of factors that might be responsible for the success of SR when used with memory-impaired populations.)

Camp and his colleagues have engaged in a series of studies training older adults with dementia, due primarily to Alzheimer’s disease, to remember specific types of information using SR (Abrahams & Camp, 1993; Brush & Camp, 1998a, b, 1999; Camp et al., 1996a, 1996b; Cherry, Simmons, & Camp, 1999; Foss, 1994; McKittrick, Camp & Black, 1992). In this research, SR has produced retention of new information across weeks and months in individuals who could not retain new information for 60 seconds without training.

A recent pilot study using SR with persons aged 50 and over with HIV/AIDS showed promising results (Neundorfer et al., 2004). Nine out of ten participants successfully learned and retained the correct memory strategy, and at two months post-intervention, all participants reported that the intervention helped them meet two self-selected functional goals (e.g., remembering to take medication; remembering clinic appointments). The following case study is from a current randomized clinical trial of SR,

conducted by Camp and Neundorfer as a cognitive intervention to improve medication adherence among persons aged 50 years and over living with HIV.

Case study

Ms. W. is a 52-year-old, white woman, with a high school education who worked as a cook and restaurant manager. She was diagnosed with HIV twelve years prior to entry into the study. At baseline, her diagnosis was symptomatic HIV; her CD4 count, an indicator of immune function, was 335 cells/cu mm (normal is above 600; less than 200 indicates progression of HIV to AIDS); and her viral load (HIV-1 RNA standard PCR, an indicator of amount of HIV virus in the blood) was undetectable (the standard goal of antiretroviral therapy). She reported past alcohol and drug use, but had not used either for two years. She lived alone in a subsidized apartment. Her HIV Dementia Scale (Power, Selnes, Grim, & McArthur, 1995) score was 10, at the cutoff indicating HIV dementia, and she scored more than one standard deviation below age and education norms on three tests of executive function: the Modified Wisconsin Card Sort (MCST) (Hart, Kwentus, Wade, & Taylor, 1988) (perseverative errors -3.1 SD); the California Verbal Learning Test (CVLT) (Delis, Kramer, Kaplan, & Ober, 1987) (semantic cluster ratio -1 SD); and Trails B (Spreen & Strauss, 1998) (103 seconds). Despite this evidence of executive dysfunction, her MMSE score (Folstein, Folstein, & McHugh, 1975) was 30, a perfect score. Thus, it is important to view the older adult with HIV as potentially exhibiting very different patterns of cognitive deficit than a person with early stage Alzheimer’s disease or Mild Cognitive Impairment.

She was prescribed three antiretroviral medications, which required her to take three pills in the AM, one at 5PM, and two in the evening. In the four days prior to her baseline interview, she missed 3 out her 24 doses for an adherence rate of 88%. Her main reasons for missing medications were (1) that she leaves her apartment and forgets to take her meds with her, and (2) in the evening, to avoid taking two large, difficult-to-swallow pills together, she takes one at 8:30PM and one at 9:00PM, but she often forgets to take the 9:00PM dose.

At her first SR session, she and the SR therapist decided that Goal #1 would be to remember to take the pill box containing all the days’ meds with her when she goes out. The prompt/response set they created was: Prompt: *What do you do after you take your morning pills?* Response: *I put my pill box in my purse.*

At the first SR training session, Ms. W. retained the correct response for 4 minutes; at the second session she retained it for 8 minutes. At each of the next three training sessions, which were 2 – 5 days apart, she remembered the correct response at the initial trial, which indicated initial mastery.

Ms. W’s Goal #2 was to remember to take the 9:00PM dose. The SR therapist gave her a timer set for 9AM, 5PM, 8:30PM and 9:00PM. The prompt/response set was: Prompt: *What do you do when your beeper goes off?* Response: *I take*

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my meds and shut it off. Ms. W. gave the correct response on the initial trials of the 3, 4 and 5 training sessions, spaced 2 – 5 days apart.

At the 3 month post-SR follow-up and at 6 months, Ms. W. immediately gave the correct response for both of the two prompts. She reported that putting the day's med box in her purse after she takes her morning pills had become a daily habit and that the timer was helping her remember all her meds, particularly the 9:00PM dose. At both follow-ups, she reported 100% adherence to her medications for the prior four days. Her laboratory reports indicated that her CD4 count had increase to 386 at 3 months and to 496 at 6 months; her viral load continued to be undetectable.

Conclusion

Results, to date, indicate that Spaced Retrieval holds promise for helping midlife and older persons living with HIV/AIDS who are experiencing cognitive deficits to adhere to their antiretroviral medications and thereby suppress the progression of their illness. With further testing and simplification of the protocol, we expect that SR could be embedded within a clinic medication adherence session conducted by health professionals. To increase the feasibility of delivering SR within busy clinic settings, we are currently testing the effectiveness of SR delivered over the telephone, a technique supported by preliminary data (Joltin, Camp, & McMahon, 2003). For psychologists, we stress the importance of screening for executive function deficits in persons with HIV/AIDS, even in the absence of dementia as indicated by the MMSE, so as to identify early but clinically significant signs of cognitive deficits and to encourage SR as an intervention to compensate for them.

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**In April, statements of all candidates who are
running for an office in their division will be
posted online at the URL listed above.**

Division 20 Presidential Candidates: Biosketches & Statements

Elizabeth A.L. Stine Morrow

Elizabeth A. L. Stine-Morrow is a Professor of Educational Psychology, Psychology, and the Beckman Institute at the University of Illinois. She received her BA in Psychology from Loyola University, New Orleans, and her PhD (1983) in General Experimental Psychology from Georgia Tech. She has held postdoctoral research positions at the Center for the Study of Aging and Human Development at Duke University and at Brandeis University, and faculty positions at the University of Kansas and the University of New Hampshire.

Broadly speaking, her research has examined the factors that contribute to the capacity for effective learning through adulthood, particularly as it relates to language processing. This research has explored both the cognitive mechanisms underlying age-related loss, as well as the strategies that are used to maintain the ability to function in the discourse world. Reports of this research have appeared in *Psychology and Aging*, *Journals of Gerontology: Psychological Sciences*, and *Aging, Neuropsychology, and Cognition*. In addition, she is principal investigator on the Senior Odyssey Project, a community-based cognitive intervention, which provides opportunities for creative problem solving in the context of team-based competition. She currently serves on the editorial boards for *Psychology and Aging*, *Journals of Gerontology: Psychological Sciences*, *International Journal of Behavioral Development*, and *Memory and Cognition*, and has served on various review panels for the National Institutes of Health. Service to Division 20 includes the Division 20 Academic Lineage Project for the APA Centennial (1992), Chair of the Student Awards Committee (1994-1998), co-author of the history of Division 20 which appeared in the Dewsbury *Unification through Division* series published by APA (Birren & Stine-Morrow, 1999), and Treasurer (2000 – 2003).

As members of Division 20 are well aware, the demographic structure of the world's population is shifting such that by the year 2030, one-fifth of us will be "elderly." As Riley and Riley pointed out a number of years ago, our conventional notions of the life-span structure, in which education is a youth-centered avocation that affords work through late mid-life, are no longer tenable. We are having to reconceptualize how we manage life and work, how we promote physical and mental health, and how we create livable communities. Behavioral scientists have to be key players if we are to effectively face these challenges. The strength of Division 20 derives in part from the diversity of its membership of researchers, educators, and practitioners to address these issues. As such, we are in an excellent position to discover and disseminate principles about the societal and individual adaptations needed to optimize functioning through the life span and to advocate for best practices. As President, I would expect to work closely with Division 20 members and APA staff so as to contribute to this mission.

Judith Sugar

I joined Division 20 early in my career. It's been a very rewarding experience and I've enjoyed working hard to contribute in a number of roles on the Division's Executive Committee: as Elections Chair, Member-at-large, Continuing Education Committee member, and currently as the liaison to APA's Education Directorate. As a teacher, over the last few years I've been thrilled to see a significant increase in the numbers of young people who are becoming interested in learning more about adult development and aging as it impacts their loved ones, their future careers, their own lives, and society. As a researcher, my current work emphasizes learning how to make the most of the rest of our lives—through maximizing health and maximizing the opportunities for personal growth as we age. In terms of health, the questions my students and I are studying include what are the major sources of health information for older adults and how people are using that information to improve and maintain their health and quality of life. In terms of growth opportunities, we're learning more about expectations associated with, and planning for, retirement, and about the ways in which we can increase the work and volunteer options for adults as they age.

My work on APA President-Elect, and then President, Diane Halpern's Task Force on Retiring Psychologists has emphasized for me the enormous potential for our Division to contribute to psychology in the coming decades. With more than 70 million baby boomers approaching the traditional retirement years, Division 20 has a unique opportunity to influence the future of APA, and our nation, for the benefit of everyone in our society. We must vigilantly assert the importance of expanding research on the quality of life and on health, as well as using what we know now to educate current and future generations of older adults, health care providers, and policy makers on the possibilities as well as the limitations that aging brings. Who has more to contribute than Division 20's researchers, teachers, and practitioners to setting the tone and outcome of the conversations on how aging will influence the future? Ours is a particularly timely and propitious mission and responsibility. Please join me in ensuring Division 20's legacy as the APA division that will have the greatest influence on that future.

Division 20 Secretarial Candidates: Biosketches & Statements

Monisha Pasupathi

Monisha Pasupathi is Assistant Professor of Developmental Psychology at the University of Utah (since 1999). She received her PhD 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 Life-span Psychology, from 1996-1999. Her primary area of research concerns how the process of autobiographical remembering in conversation serves to shape adolescent and adult development, with a special emphasis on the role of collaborative remembering in affecting emotion and self; 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. She is on the editorial board of *Psychology and Aging*, and also serves as an ad-hoc reviewer 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 as of the International Society for the Study of Behavioral Development, and the Society for Research on Child Development.

I previously served Division 20 as Membership Chair, an appointed position, and spent much time thinking about the real service that Division 20 provides for both members and nonmembers, via its website, newsletters, and advocacy of issues related to aging. I was part of the move to offer journal benefits to members through *Psychology and Aging*, a journal founded due to work by Division 20, and a move that I hope will consolidate our identity. 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.

The primary responsibilities of the secretary of the division include keeping detailed records of meetings and other division activities; these records can be summarized and provided to other divisions to enhance cross-division awareness, as Jane Berry initiated. As many of our members are involved in other divisions (i.e., Division 12, section 2, Divisions 7 & 8), strengthening cross-division ties is important and beneficial for our organization. My qualifications are twofold. First, I bring my service experience here at the University of Utah that relates to broad, interdisciplinary initiatives, such as the Utah Symposium on Science and Literature. Second, I also bring my own research interests in collective and individual memory to the task. Researchers in this area believe that the emergence of a single storyteller is critical for creating a coherent collective memory. I'd be delighted to try to create such records for Division 20.

Joan McDowd

Joan McDowd is Professor and Associate Director for Research in the Landon Center on Aging at the University of Kansas Medical Center. She earned a BA in Psychology at Washington University in St. Louis, and a PhD in Psychology at the University of Toronto.

My research interests focus on cognition and aging, particularly with regard to attention and inhibition. Most of my work has been in the realm of "normal aging," but I am becoming increasingly interested in these processes in stroke, Parkinson's disease, and Alzheimer's disease, particularly as they relate to functional status. The translation of experimental work to address more clinical and functional problems has much to offer for understanding and remediation of these disorders; this translation is a goal of much of my recent work.

To date, my service to my profession has been accomplished in two ways: I served on the editorial board of *Psychology and Aging* for seven years, and I have served on an NIH study section for four years (previously called BBBP-4; now called Cognition and Perception). These experiences have exposed me to the challenges of developmental and aging research in the broader domain of psychology, and have given me an appreciation for the important role organizations play in supporting and promoting aging-relevant research. These experiences, along with entry into Erikson's stage of middle adulthood (generativity vs. stagnation), led to my willingness to serve as secretary of Division 20. I recognize and value the work of the Division, and will do what I can to support its mission.

Division 20 Candidates for Council of Representatives (3 year term)

Biosketches & Statements

Paul T. Costa, Jr.

Like you, I care deeply about the importance of adult development and aging psychology. That is why I seek your vote to be reelected to the APA Council. It has been and continues to be an honor to serve as one of our two Council Representatives. Susan Whitbourne has given brilliant service to Division 20, and I hope to follow Susan's example. What I hope to accomplish is to lobby on behalf of our concerns and work in concert with Division 20 President, President-Elect, and Executive Committee members to represent our teaching, practice, and research interests before Council.

The Council agenda grows larger and more complex with each meeting, and we need representatives familiar with the APA governance process to help make intelligent decisions and set meaningful policy. Division 20's needs and goals will guide my voting in Council matters. I have had a long association with Division 20, having served as Program Chair, Division President, and current Council Representative. I ask that you give me your vote to serve a second term as Council Representative.

Bob G. Knight

Bob G. Knight, Ph.D. is the Merle H. Bensinger Professor of Gerontology at the Andrus Gerontology Center and Professor of Psychology in the Department of Psychology, University of Southern California. In that position, he serves as Director of the Tingstad Older Adult Counseling Center, and Faculty Director of the Los Angeles Caregiver Resource Center. He is currently Director of Clinical Training for the USC Department of Psychology. In Fall 1995, Dr. Knight was a visiting professor, Department of Psychology, Sheffield University, England. His B.A. in psychology was earned at Anderson College (IN) and his Ph.D. in clinical psychology at Indiana University, Bloomington.

Dr. Knight's principal research interests are the study of caregiver distress using stress and coping models and the study of emotion in older adults. He has published extensively in mental health and aging, including *Psychotherapy with older adults* (Sage, 3rd edition 2004, earlier editions available in French, Dutch, Japanese, and Chinese translations) which is used throughout the U.S. and Europe, and also in Israel and Australia as a text. He is the senior editor, along with Linda Teri, Paul Wohlford, and John Santos, of *Mental health services for older adults: Implications for training and practice in geropsychology* (1995), and co-editor with Steven Zarit, of *A guide to psychotherapy and aging: Effective clinical interventions in a life-staged context* (1996), both published by APA books.

Dr. Knight serves on the editorial boards of *Journal of Gerontology: Psychological Sciences, Aging and Mental Health, Journal of Mental Health and Aging, and Ageing International*. He has also served on the editorial board of *Psychology and Aging*. Dr. Knight has been a member of Division 20 for about 30 years and has served on the Program Committee, on committees related to clinical geropsychology, was elected to the Executive Committee as Secretary, and was President of the Division in 2003-2004. He was on the APA Committee on Aging for 2000-2002, serving as Chairperson in 2001. He served as the President of Section II, Division 12 (Clinical Geropsychology) of the American Psychological Association in 1997, and has served the Section as Program Chair and as Chair of the Nominations committee. He is co-chair of the combined Section II/Division 20 planning committee for a national conference on training in professional geropsychology. He has also served on the Fellowship Committee and the 1998 Program Committee for Behavioral and Social Sciences Section of the Gerontological Society of America. In addition to these activities in aging, Dr. Knight is on the Steering Committee of the Academy of Psychological Clinical Science, the organization for the most science-oriented training programs in clinical psychology.

I consider Division 20 to be my Divisional home within APA. Division 20 is unequalled in its record of promoting excellence in science, education, and practice with respect to psychology and aging and life-span approaches to psychology. The potential for an expansion of influence of the Division within APA has never been better. The last apportionment ballot took us back to the two Council Representatives level. The creation and growth of the Committee on Aging gives the Division another ally in communicating with and influencing the APA governance structure. In recent years, candidates for APA president have paid increasing attention to courting endorsements from our Division. These are also positive signs for a more consistently positive place for life-span and aging issues within APA.

If elected, I would look forward to working with the Executive Committee to advance the interests of the members of Division 20 within APA and to continue to promote the awareness of aging research, education, and practice policy issues within APA and especially in Council. I would also look forward to continuing the Division's excellent record of service to its membership by representing aging issues in Council and would work toward forming an aging caucus within Council to further our agenda in research, education, service, and policy.

Division 20 Candidates for Council of Representatives (2 year term)

Biosketches & Statements

John C. Cavanaugh

Having strong representation in Council is critical for furthering interests related to adult development and aging. Over the past few years this representation has resulted in key advances, especially relating to clinical geropsychology and support for research. As activities and discussions increase at the federal level concerning the White House Conference on Aging, social security reform, retirement, Medicare and its related education issues, basic and applied research, and the like, it will be critical to have Division 20's voice be heard clearly.

As the population in the U.S. and the membership of APA ages, it is critical that APA recognize its role in educating its membership, as well as the general public, on key issues related to retirement. The coming debate on key entitlement social programs presents APA with a unique opportunity to also educate Congressional members and staff. Council should be on record on these issues.

It is also very important for Division 20 that its members of Council understand and be experienced with the internal workings of APA. To that end, my experience in Division 20 (e.g., Past President, Past Council of Representatives Member, member of the Executive Committee for over 20 years, several other elected positions) and at APA (e.g., Past Chair of the Committee on Aging [CONA], membership on several other task forces, past liaison for the Board of Educational Affairs) prepare me well for another term on Council. As Chair of CONA, I was involved in the development of APA's much improved website on aging, the Roadmap for Successful Aging, and the joint APA-American Bar Association project on competency evaluation, among other projects.

If elected as one of the Division 20 Council members, I will work diligently to advocate for our issues. I have been effective in prior roles in building strong relations across Divisions and interest groups, and will actively participate in the various coalitions within Council. These coalitions are vital to getting issues through Council, and offer an opportunity for Division 20's issues to be heard and supported by Council members from across APA.

Norman Abeles

I am pleased to be a nominee for the Council of Representatives from Division 20. As some of you will remember it was back in 1997 when I was President of APA that I encouraged the establishment of a Committee on Aging (CONA) and an office on Aging within APA. Both of these activities are going wonderfully well. APA Council also passed a resolution on Ageism, Guidelines on the Assessment of Memory Decline and Dementia and Guidelines for Psychological Practice with Older Adults. I just completed Service on Ron Levant's (our current APA President) Presidential Task force on Diversity where I represented the elderly. By the time you read this, the Task Force Report should be circulating among the various APA committees who will study the recommendations. I think interest in issues related to aging has increased geometrically within APA in the last several years and that is certainly important to our Division on Adult Development and Aging. But there are lots of things to be done. We need more representation on APA Council so that we can speak with a stronger voice. We need to be active in being represented at the October 2005 White House Conference on Aging. We need to encourage more undergraduate students taking courses dealing with aging. We need more graduate students to enter our field and to be researchers as well as practitioners. We need more work in the area of aging among ethnic minority individuals and we need more work on cross cultural efforts related to aging. So there is no shortage of things to do. My students and I continue our work in the area of mood and memory problems among older adults. I will continue my efforts to advance our field and I promise to continue to be active on APA Council if elected. Feel free to contact me if you have comments or questions. My email is abeles@msu.edu.

Division 20 Candidates for Member at Large: Statements & Biosketches

Marty Sliwinski

I received my B.A. from Georgetown University in 1986, and my Ph.D. in Experimental Neuropsychology from the City University of New York in 1992. I joined the Neurology faculty at the Albert Einstein College of Medicine (AECOM) in 1992 and remained there until joining the Syracuse University psychology department in 2000. While at AECOM I served as director of the biostatistics unit at the Rose F. Kennedy Center for Human Development, and was Principal Investigator of the Biostatistics Core for the Einstein Aging Study, an NIA program project focused on the study of the preclinical phase of dementia. Since moving to Syracuse, I have remained an active investigator on the Einstein Aging Study and was awarded a 5 year R01 from the NIA to conduct a longitudinal study to examine how stress and health influences intraindividual change and variability in cognitive function. I am also involved in a multi-site collaborative project using EEG methodology to improve early detection of age-related cognitive impairment. I served on the *Psychology and Aging* editorial board for five years and have recently taken the role of Co-Editor of the journal *Aging, Neuropsychology and Cognition*. I served on the Social Psychology and Interpersonal Processes (SPIP) NIH study section for several years before accepting an appointment to the Cognition and Perception (CP) study section at the NIH.

As a Member-at-Large, I would work to promote interdisciplinary collaboration between Division 20 and other social and biomedical scientists with the goal of advancing our understanding of aging. Accordingly, I would work to foster greater interaction between Division 20 and NIH institutes that fund aging research. Specifically, I would encourage communication between Division 20 scientists and NIH staff to improve the fit between important theoretical and applied areas of aging research and NIH funding initiatives. I would also like to work with Division 20 members to develop mechanisms that would promote the early involvement of undergraduate students in aging research.

Robin West

Dr. Robin West is a Professor of Psychology and former director of the Center for Gerontological Studies (CGS) and Associate Director for Education of the Institute on Aging at the University of Florida (UF). Dr. West completed her M.A. and Ph.D. at Vanderbilt University and did postdoctoral work at the Aging and Development Program at Washington University in St. Louis. Her current research considers the relationship of self-regulatory factors (e.g., memory self-efficacy, control, goal setting) to aging and memory performance, and assesses interventions designed to change older adults' memory lifestyle (i.e., the extent to which they engage in regular memory challenges in the home) and lead to long-term gains in memory ability. Her goal research has shown that changes in memory performance and self-efficacy after goal setting, for older adults in particular, depend upon motivating test conditions.

Previously, as a Member-at-Large on the Division 20 Executive Committee, Dr. West chaired the student awards program, and with assistance from others, developed the first RRF mentorship awards program in 1999. At UF, Dr. West has been a leader in educational programming at all levels. As Director of Curriculum for CGS, she expanded graduate certificate programs in aging and initiated the first undergraduate gerontology minor. Later, as director of CGS these programs were strengthened with Health and Aging and Social Services and Aging certificates. She also assisted in planning the UF Geriatric Care Management Program and Gainesville's first Institute for Learning in Retirement. She has served on the editorial boards of *Psychology and Aging*, *Experimental Aging Research and Aging*, *Neuropsychology*, and *Cognition*.

My previous service as director of the awards program was very rewarding and I am looking forward to the opportunity to focus my energies again on Division 20's mission. I am open to whatever role will best serve the goals of Division 20, but I do have particular interest and experience in education and training issues. It is still the case that the number of students invested in gerontology as a research career is low, compared to the growing need for knowledgeable professionals in our field. We need to expand research on aging issues at the undergraduate, graduate, and postdoctoral level. As a member-at-large, I hope to encourage further interest in aging at the undergraduate level, enhance and strengthen the quality and number of graduate applicants to aging programs, encourage postdoctoral training in aging, and continue to promote strong mentoring at all levels.

Division 20 Candidates for Member at Large: Statements & Biosketches

Jennifer Margrett

Jennifer Margrett received her Ph.D. in Life-Span developmental psychology from Wayne State University in 1999. After completing a National Institute of Mental Health post-doctoral fellowship at The Pennsylvania State University in 2001, she joined the Department of Psychology faculty at West Virginia University where she is currently an Assistant Professor within the Life-Span Developmental Psychology program.

Jennifer's research interests focus on the intersection of cognitive and social development in adulthood. Specific areas of interest include cognitive collaboration, everyday problem solving, interdependence within interpersonal relationships (particularly long-term romantic partners), health and functioning, and intervention.

Jennifer has been an active member of Division 20 since she began her doctoral work. She has served as the Graduate Student Representative, a graduate student symposium presenter, and a conference reviewer. Since 2001, Jennifer and her WVU colleagues, Julie Patrick and JoNell Strough, have acted as co-editors of the Division 20 newsletter.

A major strength of Division 20 is the close collegiality of the membership and mentorship of student members as well as new professionals in the field. As a Member-at-Large, I would work to increase participation and support the work of student and early-career professionals within the division. I also believe it is beneficial to continue to foster ties with other divisions through such activities as collaborative continuing education programs and development of pre-conference workshops (e.g., methodology). Together, these efforts could serve to strengthen the division and result in more professionals calling Division 20 their home.

Brent Small

I received my B.S. in Psychology from the University of Toronto, and my M.A. and Ph.D. in Life-Span Developmental Psychology from the University of Victoria. I also spent two years as a post-doctoral research scientist at the Karolinska Institute in Stockholm Sweden. In 1997 I joined the faculty of the School of Aging Studies at the University of South Florida and currently hold the position of Associate Professor. I am a fellow of Division 20 of the American Psychological Association and a fellow of the Behavioral and Social Sciences section of the Gerontological Society of America. In 2004, I received the Gerontological Society of America's Margret Baltes award which recognizes early career contributions to behavioral and social gerontology. Finally, I am on the editorial boards of three journals, *Psychology and Aging*, *Aging, Neuropsychology*, and *Cognition*, and the *Journal of Applied Gerontology*.

My research examines changes in cognitive functioning with advancing age. In particular, my research has examined changes in cognitive performance that precede the diagnosis of Alzheimer's disease. This research is important in that identifying persons at risk of developing AD is critical for efforts associated with early intervention. I am also the recipient of a 2-year R03 grant from the National Institute on Aging to examine changes in cognitive performance in relation to changes in lifestyle activity participation. In this project, we hope to better understand whether persons who maintain a mentally active lifestyle also maintain cognitive functioning longer than individuals who are less mentally active. My work has been published in the *Journals of Gerontology*, *Psychology and Aging*, *The Gerontologist*, as well as medical journals such as *Archives of General Psychiatry*, *Archives of Neurology*, *Brain*, and *Neurology*. Finally, I am co-investigator on several grants funded by the American Cancer Society, National Cancer Institute, and National Institute for Nursing Research.

For the past several years I have become more heavily involved in Division 20 as a reviewer of the annual conference abstracts, as well as a reviewer and an editorial board member for *Psychology and Aging*. I have great interest in increasing my involvement with Division 20 and feel that the Member-at-Large position would provide an excellent forum for this goal. As a Member-at-Large, I would be committed to having Division 20 support a variety of academic and scientific topics. As a researcher who collaborates with other scientists on diverse topics such as cancer-related fatigue, quality of life among hospice patients, and cognitive performance following bone marrow transplantation, I embrace the opportunity to learn about different perspectives and points of view.

Finally, as a campaign motto, I am using one that I used when running for vice president of my junior high school class, my only other elected office. So when marking your ballot, "Think BIG, vote small".

Teaching Tips

Infusing Diversity into the College/University Curriculum

John Quincy Adams Western Illinois University

One of the results of the significant demographic changes taking place in the U.S.A. as well as this nation's continuous pursuit toward equity, equality, and social justice is the demand to diversify and expand the academic canon. This has become a long and arduous process as each new voice seeks to define and locate its place within the "traditional" curriculum. Over the last thirty years, African American and women's scholarship have fought to establish their voices within the canon. Their success has encouraged other silenced groups like Latino/as, gays, lesbians, and Native Americans to secure their place in the academy as well. While this process is necessary for micro inclusion, accreditation boards, like NCATE, and state and federal legislators are also holding academia accountable for the macro inclusion of diversity throughout the curriculum. As a result, many schools are struggling with this task. In this article I will discuss some of the obstacles colleges/universities must overcome to achieve this goal.

The Role of Culture

Without a doubt the role of culture in diversifying the curriculum is one of our greatest academic challenges. Far too many professors have reduced diversity to "food, music, and festivals" (Karenga 1999); therefore if their classes are outside the humanities or education the relevance of including diversity escapes them. This is especially true in math, technology, and the hard sciences. Their mantra across the nation is "we don't teach culture." My retort for twenty-five years has been, if you do not know you are teaching culture, you are teaching culture by default. The question then becomes, what is the default culture you are teaching? For many educators in this country it is some form of EuroAmericancentrism, which implies in many cases approaches that are hegemonic. Default cultures in the U.S.A. also tend to favor modern, democratic, capitalist, male, and Christian ideas as being superior to those cultures with different philosophies and practices, including the cultures of traditionally underrepresented groups in this country.

In order to better understand culture we must develop a comprehensive understanding of what it is. There are many definitions of culture; for example, John Barrett (1984) defines culture as "the body of learned beliefs, traditions, and guides for behavior that are shared among members of any human society" (54). Etta Hollins (1997) states that in relationship to school learning, "culture can be defined as those values and practices that shape the content, process, and structure of initial and subsequent intellectual, emotional and social development among members of a particular group. Culture provides the

conditions under which human growth and development most naturally occur. School learning is most efficient and productive when it is borne of the cultural value and practices of the learners" (74).

Kushner (2003) suggests that most of culture is hidden to the everyday person. He likens this to an iceberg where only a small portion of the top is visible above water, while a massive structure lurks invisible just below the surface. Whether visible or invisible, culture shapes beliefs and behavior and provides the context in which we view the world. It colors everything we do, including what we teach and how we teach it.

Cultural Approaches

There are a variety of cultural approaches an instructor can take to insure his or her course is meeting a fundamental level of diversity. The basic ones are contextual, i.e., historical, geographic, political, economic, and religious. On a more personal level ethnicity/race, gender, age, and ability all become cultural filters from which we teach. Recognizing the cultural values we favor when approaching a subject can help us acknowledge and, and with our students, consider, not just our own, but also alternative cultural values and perspectives.

History

All courses are presented from a historical perspective. Teaching from a futuristic, contemporary, recent or distant past perspective shapes how the materials are presented and interpreted. Historical context is always important because it frames the subjects involved. For example, a course on the causes of the Civil War must include the role of slavery, women's suffrage, the economies of the North and South, and a myriad other issues.

Geography

Like history, the geographic setting of the course material is crucial. If the course involves research related to a particular group, homeless people in Los Angeles, for instance, the setting used for the observations as well as the settings in which the researchers grew up will have an impact on the phenomena being observed. The propriospect of each subject involved changes the interaction and, therefore, the results of the observation. That the investigators of the homeless come from upper-class families who attended private prep schools before studying at Stanford, Cal Berkeley or UCLA will color the research.

Political

All human events take place within the political context in which they unfold. In our republic the party in power can

effect what is researched as well as what is taught. NCLB legislation is an excellent example that has ramifications throughout the educational sphere. The culture of politics is often neglected in courses, yet that context is critical to a full understanding of the issues being raised and explored. Who is in power makes a difference whether it is matters of civil rights, art criticism, or scientific discovery.

Economics

Macro and micro economics shape almost every aspect of the human experience. This is especially true in a socially stratified system like our own. What class one is born into has powerful predictive consequences for one's future, influencing everything from the quality of one's health care, education, and neighborhood to one's life span. To accurately understand the human condition, educators need to understand the economic circumstances that affect that condition.

Religion

This country espouses a belief in the separation of church and state, although there are many contradictions of this principle. Issues like school prayer, abortion, and gay marriage challenge the very foundations of this nation. The country's strong Christian worldview often conflicts with our ability to understand the religious or non-religious views of individuals as well as nations and regions of the world that do not share a Christian perspective. Students need to know the religious context in which our course materials and lectures are being presented.

The Classroom Perspective

Professors need to know how their courses are perceived by the students, counselors, and significant players in their departments and colleges. Some courses have the reputation as being "gateway" classes that either open up opportunities to continue in a major or require students to change majors. This is especially significant when a course has a campus history of deciding the fates of minorities and women, especially in areas like math, business, or science. It is amazing how many students end up as communication majors because they could not get through the gateway or "weed-out" courses.

I have actually met professors who pride themselves on being gatekeepers for specific core sequences. One professor, who had been teaching for twenty-five years, told me he had yet to teach an African American student with the requisite skills to major in his field of psychology. As incredible as that may seem, most colleges and universities have one or more of these gatekeepers in their midst. How much is a failure to acknowledge diverse cultural perspectives and values responsible for such arrogance and for such unacknowledged failure?

Unsound pedagogical practices can limit the learning opportunities of certain students whether by premeditation or ignorance. This is just as much an issue of diversity as any other cultural factor. Universities have a solemn commitment to the students they admit to do everything within their power to enable students to achieve their educational goals. All courses should be periodically reviewed to ascertain how students perform by race/ethnicity, gender, age, ability, and social class. If a disproportionate number of d's, f's, and w's are found within and of the above categories, pedagogical strategies must be examined to identify possible obstacles to student success.

References

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Looking for more information on teaching? The Division 20 website is your gateway to past *Teaching Tips* articles, a list of video resources, syllabi for courses on adult development and aging, and more!

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

Welcome New Division 20 Members!

Division 20 welcomes the following:

Malcolm R Burdick
 Corinna E Loeckenhoff
 L C Auman
 Chandramallika Basak
 Alex Bishop
 Elizabeth R Braungart
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 Brian P Yochim

Future APA Convention Dates

2005	Washington, DC	August 18-21
2006	New Orleans, LA	August 10-13
2007	San Francisco, CA	August 16-19
2008	Boston, MA	August 14-17

Award Deadlines

Application instructions and award criteria are listed online at: <http://apadiv20.php.ufl.edu>

Awards for Professionals

Due: May 1, 2005:

Distinguished Research Achievement Award

The Retirement Research Foundation M. Powell Lawton Career Achievement Award in Applied Gerontology

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

Margret Baltes Doctoral Dissertation Award

Due: March 15, 2005

The Retirement Research Foundation Division 20 Mentorship Award

Awards for Students

Due: May 1, 2005

The Retirement Research Foundation Award for Proposed Research

The Retirement Research Foundation Award for Completed Research

Preseident's Column continued from p. 2

partnering with APA as well as with Division 12, Section 2 to offer a preconference workshop on assessment of capacity in older adults. This promises to be a varied and stimulating meeting.

And on the play side, possible venues for our social event are under consideration. One possibility being explored is an evening with dinner at the Spy Museum in collaboration with some other divisions interested in aging. If you have alternative suggestions, please contact Liz or Sara.

White House Conference on Aging

APA's Offices on Aging and Public Policy have been actively advocating for consideration of mental health issues at the 2005 WHCoA, both independently and in collaboration with the National Coalition on Mental Health and Aging. The WHCoA will be held October 23-26, 2005. A recent email from Deborah DiGilio, who will reporting in detail on the WHCoA in the summer newsletter, indicates that the annotated agenda distributed at the 4th WHCoA Policy Committee Meeting now has six mentions of mental health in the health and long term care section. Documents related to WHCoA history and mission can be found at <http://www.whcoa.gov>. Letters supporting the inclusion of mental health issues in the WHCoA agenda may be sent to The Honorable Dorcas Hardy Chair, White House Conference on Aging Committee, White House Conference on Aging, 4350 East-West Highway, Bethesda, MD 20814. You might want to note the significant impact of mental health disorders and substance abuse on the well-being of older Americans, as documented by the President's New Freedom Commission on Mental Health and in the Surgeon General's Report on Mental Health (1999). Contact Deborah DiGilio at digilio@apa.org if you would like sample language to include.

Council Report continued from p. 3

Although we cannot comment on the details of the session, we can report that the motion to create the new division failed.

We felt that, more than usual, this meeting included discussions of issues with considerable substantive import rather than what we often have experienced as nit-picking and tedious revisions of policies and proposals that are unlikely to see the light of day. It is a pleasure serving Division 20 and we would welcome your suggestions and advice for items of new business that you feel would benefit our members.

**<http://apadiv20.php.ufl.edu/>
New & Improved!**

Visit the new version of the Division 20 website at the URL listed above. The new website has new features along with all your old favorites. Some highlights include:

- **Provocative Articles**
- Resources for **Educators**
- Resources for **Clinicians**
- **Awards** Application Information
- Joining the **Listserve**
- **Directory** of Members
- Back Issues of the **Newsletter**
- **History** of the Division
- **Conference** Information
- Resources for **Students**
- **Much, Much, More!**

Continuing Education in Women's Health

The Second Annual Clinical Health Psychology Institute will focus on women's health. This continuing education event will be held April 1-2, 2005 - at the APA Building, Washington, DC. The CHI Institute on Women's Health is co-sponsored by the APA Division of Health Psychology and the APA Education Directorate, with additional support from the Society for the Psychological Study of Women (Division 35) and the APA Women's Programs Office.

An interdisciplinary faculty from medicine and psychology has been chosen for their expertise in women's health, health psychology, and the psychology of women. Overview lectures and applied workshops are designed to translate state-of-art research in women's health to clinical practice. Presenters and topics include:

Vivian W. Pinn, M.D.	Update on Women's Health: Recent Advances and Controversies
Vicki S. Helgeson, Ph.D.	Stress and Coping in Women Across the Life Span
Mary F. Morrison, M.D., MS	Preventing Misdiagnosis in Women's Health and Mental Health
Susan H. McDaniel, Ph.D.	Genetic Testing in Women's Health
Helen L. Coons, Ph.D.	Preparing Women for Medical Procedures
Susan H. McDaniel, Ph.D.	Collaborative Care in in Women's Primary Care, Ob/Gyn and Subspecialty Settings
Julia H. Rowland, Ph.D.	Improving the Quality of Life Among Women with Cancer: Effective Strategies During and After Treatment
Dahlia M. Sataloff, M.D. and Helen L. Coons, Ph.D.	Women's Sexuality and Sexual Functioning: Biological, Cultural, Relationship and Life Span Issues in Assessment and Treatment
Gail E. Wyatt, Ph.D.	

For more information and details about registering for this cutting edge CE event, go to <http://www.apa.org/ce/> or call 1-800-374-2721 ext 5989 to talk to a CE Representative.

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



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