

Adult Development & Aging News

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20 DIVISION

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President's Message

Good news department

Following up on my last newsletter column, I'm happy to report that we have been flooded (questionable phrasing with APA going to New Orleans?) with offers from Division 20 members to participate in our committees. All positions have been filled and we are hoping to accommodate the remaining volunteers in next year's committees. Thank you for picking up the challenge! Division 20's Executive Committee, and particularly, incoming President Liz Stine-Morrow are very grateful to know that you care.

Sharon Brehm, President-Elect for APA, is coordinating one of her Presidential Initiatives with Division 20. Shortly after she was elected I congratulated Sharon and mentioned some ideas for a possible presidential initiative related to aging. I was very pleased to hear that she decided that "Integrated Health Care for an Aging Population" will be her first initiative. Your executive is working closely with the APA Committee on Aging (CONA) and with Division

12/II in helping Sharon put together a Task Force that can address this theme.

Division 20 was part of two winning teams for proposals submitted to the Committee on Division / APA Relations (CODAPAR). The first, together with Divisions 44 and 45 was entitled, "Diversity Enhancement and Conflict Resolution for Divisions". The second was with Division 12/II entitled "National Conference on Training in Professional Geropsychology". Both were awarded \$1500. You may recall that Division 20 independently voted \$10,000 to that Geropsychology conference already. So, thanks to hard-working people in our Division, we have attracted some APA funding to support themes that our Division deems to be important.

Finally, as of this writing APA's CODAPAR group has handed our By-Law Amendment proposal to the APA Lawyers and we hope to be able to vote on the adoption on the new By-Laws document at our annual meeting in New Orleans. It will be



Neal Charness, Division 20 President

circulated via our web site when ready. Our program committee, co-chaired by Carolyn Aldwin & Karen Hooker, has done a wonderful job assembling speakers and symposia for the New Orleans meetings. Bert Hayslip, chair of CE committee has also organized a Workshop (in cooperation with Division 12/II): Two Empirically-Supported Psychotherapies for Late Life Depression." Please reserve Aug. 10-13, 2006 in your calendar for the APA Annual Convention in New Orleans.

Tips for improving our Division's Visibility

As mentioned last time, by linking your web site to the Division 20 web site, we can improve our visibility to the rest of the world. Michael Marsiske, web master extraordinaire for

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

for Division 20, has been doing a wonderful job of updating our web site, providing RSS feeds, and has resurrected the members' links part of the site. See <http://apadiv20.php.ufl.edu/memlink.htm>. Many people and labs have web sites. Please take the time to let Mike know about yours and do cross-link to ours. We need to get the word out to the rest of the world what Division 20 does and what an impressive group of scientists and practitioners we really are. We need to become a focal point for adult development and aging. It's up to all of us to help out.

Now to a darker presidential theme that I call: ***The Seductive Sense of Entitlement***

Last year the Executive Committee of Div 20 voted to contribute \$500 to support an APA-sponsored conference on Immigration that was a joint initiative of several divisions (including ours) and of the APA President. We had agreed previously to pay the expenses of one of our representatives (Silvia Sorenson) to attend the conference and to report back to the committee.

I noticed in the descriptive letter from the organizers a few items that surprised me. The budget called for \$27,000 for honoraria and expenses for the keynote speakers and panelists. That seemed to me to be a pretty hefty amount of funding for a relatively small conference. I should note that I attended a meeting in January of 2005 for Presidents-Elect (and other officers whose way was paid by their Divisions) to introduce me to APA staff, their offices, etc. They provided rather wonderful meals (including a very fine restaurant outing) during the short conference and did provide essential background for the attendees. The food was copious and some of it probably went to waste. (My *stoic/ascetic* philosophical leanings are probably becoming evident.) My expenses were fully paid by APA (not Division 20).

I have to admit to feeling rather flattered by having a fine hotel room, airfare (not first class, alas), and wonderful food. I also found myself feeling quite entitled to such luxuries (particularly in view of the State of Florida's normal \$21 per diem for meals) given my high office (President Elect) and my requirement to devote

many hours to serving Division 20. But then some thoughts crept into mind that made me a little less comfortable. I was certainly not being pampered to the level of some executives. (Former WorldCom CEO Bernard Ebbers comes to mind, though he is about to depart for less comfortable prison surroundings for a good few years). However, it was all a bit unsettling when I considered that it was courtesy of *OPM* (Other People's Money). I know that I feel rather unhappy when I pay my APA dues, and then my journal dues, which I consider relatively high compared to other Associations that I belong to. Given those feelings, it is pretty easy to settle back into the comfort of an all-expenses paid trip to DC (winter was probably not ideal) because, given my many years of paying dues, I certainly deserve something nice in return. (Incidentally, if you want to really experience luxury, try attending a medical conference. Last year I presented a paper at the *American Telemedicine Association* meetings and it was quite a contrast to Psychological meetings, particularly in terms of the sponsorship of meals in the exhibit hall.)

I had a similar feeling last year when my wife and I were invited to spend an evening in the President's Box for an FSU football game. The food and

Continued on next page

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.

President's column continued....

drink and viewing conditions were quite a bit above what you normally get when attending on your own ticket. Not many faculty that I recognized were in there (I talked mainly with old football buddies of our President) and as a hard working (and underpaid?) faculty member, I clearly deserved such a treat once every decade or so. But again, I had a vague sense of unease.

It is this *seductive sense of entitlement* that I worry about in these circumstances. APA is a very rich organization with an annual budget above \$100 million. Most of the funding comes not from our dues (only about a third), but from revenue received from APA's publications (journals, books, electronic database subscriptions). It also owns some very valuable real estate (its own building, and the one it rents out). I like being pampered as much as the next person, but I wonder about the wisdom of operating APA in this way. Would we be willing to spend so much money on keynote speakers and panelists for a small-scale conference if we had to operate on dues only?

I would rather see the funds going toward paying journal editors (who do get a stipend) and particularly, reviewers, for the countless hours that they spend on ensuring the scientific integrity of our journals (that generate so much of the revenue for APA). (Some of this thinking was driven by the surprise \$200 stipend I once received for doing a review for the *IBM Research Journal*. If only all the reviews I did last year paid at that rate...) Perhaps we should consider spending APA's money in the same categories that we take it in (as do modern corporations that spin off divisions that have to live on their own budgets). What about providing free access to APA e-journals and

and publications for those who review for journals? (Note that members of the Editorial boards of a specific journal get that journal free at the moment.) Am I the only one thinking this way? Or should I simply clam up and just enjoy the "perks" of office? That is, should I trade in *Zeno of Citium* for *Pan* to serve as my conscience? What do you think?

Your (entitled?) President

Neil Charness

Welcome New Members!

Alex Bishop

William R Bryan

Bill Cohen

Elizabeth B Fauth

Edward P Feher

Mary Anne H Geskie

Lesla R Hoffman

Dorree W Lynn

Randall J Snyder

Marie L Dacey

Welcome New Student Members!

Victoria E Boccanfuso

Marcia E Braun

Sarah E Cook

Joseph M Dzierzewski

Jennifer A Flinn

Tammy A Fronzaglia

Danielle D Gagne

Melina Griss

Daniel Gruehn

Mary Knill

Kelly J Ko

Merle R Miller

William M Palmer

Angela Ross

Roselyn Smith

Katherine L Fiori

Kristen J Hill

Michelle E Horhota

Tiffany S Jastrzembski

Randi S Jones

Hillary A LeRoux

Rosemary Miles

Terri L Mitchell

Katherina Nikzad

Mirelis Peraza

Beth M Shapiro

Denise D Sniffin

FEATURE ARTICLE

The Mature Mind: The Positive Power of the Aging Brain

Gene D. Cohen, M.D., Ph.D.

Since 1998, when it was discovered that we do indeed continue to generate new brain cells throughout the life cycle, there has been a new burst of important new neuroscience studies leading to remarkable new insights about positive capacities of the aging brain and mind. There is no denying the problems that are associated with aging. But what has been denied is the potential that a growing number of studies show is real and significant with aging.

Neurogenesis Throughout The Life Cycle

The discovery that new neurons form in the cerebral cortex of humans regardless of age, and that a stimulating environment is a key factor in generating them, builds upon the growing body of behavioral neuroscience studies showing that external stimulation alters brain structure and functioning. It is also one of the most powerful illustrations that individuals themselves can play a role in influencing the health and vitality of their own aging brains by continuing to engage in activities that challenge their minds. Researchers studying neurogenesis view it as contributing to novelty in mid and later life.

A New View Of Brain Reserve With Aging

Since the start of the 21st century, functional MRI brain imaging studies have revealed another extraordinary aging brain change in humans. Much has been written and recognized about the left and the right brain and their differences. But it has only been very recently that scientists have discovered that up until middle age, while we use both sides of the brain, we typically use predominantly one side at a time with a given task. During middle age, we begin to use both hemispheres of the brain simultaneously—in effect moving to all wheel drive. This phenomenon, first described by Roberto Cabeza at Duke University, is referred to as the HAROLD Model, where HAROLD is an acronym for Hemispheric Asymmetry Reduction in Older Adults. Rather than asymmetric—one hemisphere at-a-time use—adults in the second half of life more often draw upon both hemispheres together, simultaneously.

Some initial views of this phenomenon trivialized it as merely representing the desperate response of a failing brain. This perspective reflected no sense of awe about this remarkable development, regardless of its triggering factors. Others also diminished the significance of this aging brain change, regarding it as merely compensatory—even though to compensate means

having the ability to adjust, which often reflects positive and novel adaptation. Moreover, early studies of simultaneous activation of the left and right hemispheres often focused on impaired aging brains. Subsequent studies examining this process in high functioning older adults showed this phenomenon serving as an asset.

These later studies demonstrating a positive contribution of simultaneous hemispheric engagement in middle age are consistent with a number of behavioral studies showing that many intellectual and cognitive abilities peak not in young adulthood, but in mid-life or beyond. Willis and Schaie, for example, with the Seattle Longitudinal Study, have followed a group of men and women since 1956. They find that subjects at mid-life score higher on almost every measure of cognitive functioning than they did when they were 25; verbal and numerical ability, reasoning and verbal memory all improve.

Relationship to postformal thought. Especially intriguing with this new finding about simultaneous bilateral brain engagement is that it corresponds in life cycle timing to a form of thinking referred to as postformal thought. Piaget, the pioneering theorist in the field of intellectual development, viewed intellectual development as reaching its high level with what he referred to as formal thought, at the end of adolescence, in early adulthood. Formal thought was characterized in particular by pure analytic reasoning and mathematical thinking. But followers of Piaget later described a new way of thinking that matured in middle age. They called it postformal thought.

Postformal thinking was seen as integrating analytic and synthetic reasoning, the objective and the subjective, the well defined and the intuitive. In many ways postformal thought describes integrated left and right brain operations. Accordingly, it could be postulated that the co-occurrence in middle age of simultaneous bilateral involvement of the left and right hemispheres of the brain and the manifestations of postformal thinking points to a relationship between these two phenomena—*that synchronized bilateral brain involvement fosters more integration of left and right brain functions and contributes to postformal thought.*

Like chocolate to the brain. To date, the role of simultaneous bilateral brain involvement has been

viewed as essentially a brain recruitment phenomenon—recruiting tissue from another part of the brain for the task at hand. It is hypothesized here that involving a different hemisphere of the brain brings not just added tissue for a specific function, but also the added value of the unique attributes of that part of the brain. Consider the powerful interest in reminiscing and autobiography in later life. It appears that this deep interest may be explained neurobiologically as well as psychosocially.

Recent studies by Maguire and Frith of the Institute of Neurology at University College, London, have discovered a pronounced difference in the activation of the hippocampi between younger (mean age 32) and older adults (mean age 75) when they are engaged in the autobiographical process of recalling memories from their lives. The older adults used both left and right hippocampi in the tasks, while the younger adults used primarily their left.

It is also hypothesized here that using both hippocampi during recall of life events creates a richer, more vivid experience because the brain is drawing on a broader palette of resources for the task when it uses both sides. The intuitive, holistic, and non-verbal brain skills typically residing in the right hemisphere can bring an “added benefit” to the task of memory recall. Using both hippocampi may also simply make recollection itself a more vivid and pleasurable activity. Perhaps the brain, in effect, relishes the chance to deal with autobiography in later life, to use both engines so to speak. The appeal of autobiography in later life appears a bit *like chocolate to the brain*—a sumptuous activity.

Developmental Intelligence

The brain changes described above come from the growing number of studies reflecting positive, ongoing, growth, development, and adaptation with aging. They add to positive aging findings from behavioral research, like those of the Seattle Longitudinal Study and the Berkeley Institute of Personality and Social Research study of women in their 40s and 50s. The latter found that compared with younger women, the mid-life women in this study had stronger senses of personal identity, better self-awareness in social environments, more confidence, more control over events in their lives, and greater productivity. What these findings are pointing to is the growth of *developmental intelligence* with aging. Developmental intelligence is characterized by the maturing of cognition, emotional intelligence, judgment, social skills, life experience, and consciousness further enhanced by their integration and synergy. With aging, each of the individual components (cognition, judgment, etc.) of

developmental intelligence continues to mature, as does the process of integrating each with the others. Developmental intelligence is the underlying mechanism that is manifested as wisdom.

Psychological Growth with Aging

Meanwhile, the combination of ongoing brain development and accumulating life experiences results in the manifestation of four new partially overlapping psychological growth phases in the second half of life. Each phase is associated with a new inner psychological climate that enables us to look at ourselves and our environment in different ways, leading to novel perspectives and emotional readiness for problem solving and seizing opportunities. One of these phases, emerging around the mid-50s and continuing until around the mid-70s is referred to as the *liberation phase*. It is as if metaphorical inner voices are saying “if not now when”, “why not”, and “besides, what can they do to me”—creating a new feeling of inner freedom, self-confidence, and liberation from social constraints that allows for novel or bold behavior. The influence of the liberation phase helps explain the dynamics illustrated in the following real life story.

My in-laws, Howard and Gisele Miller, were stuck. They had just emerged from the Washington, D.C. subway system into a driving snowstorm. Both in their 70s, they were coming to our house for dinner and needed a cab since it was too far to walk. But it was rush hour and no cabs stopped. Howard tried calling us to get a lift, but both my wife Wendy and I were tied up in traffic and weren't home yet.

As his fingers began to turn numb from the cold, Harold noticed the steamy windows of a pizza shop across the street. He and Giselle walked through the slush to the shop, stepped up to the counter, and ordered a large pizza for home delivery. When the cashier asked where to deliver it, Howard gave him our address, and added, “Oh, there's one more thing.”

“What's that?” the cashier asked.

“We want you to deliver us with it,” Howard said.

And that's how they arrived—pizza in hand—for dinner that night.

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STUDENT NEWS

Dear Students,

We are excited to be serving you as this year's Division 20 student and post-doctoral representatives. Cory is a Ph.D. candidate in Human Development and Family Sciences at Oregon State University, whose research interests include self and personality processes in understanding the relationship to mental health in later life. Christie is a Post-doctoral Associate in the Brain and Cognitive Sciences Department at Massachusetts Institute of Technology. She is currently examining how normal aging affects emotional memory and how long-term memory changes with Parkinson's Disease by integrating behavioral and neuroimaging (fMRI) techniques.

As your 2005 – 2006 representatives, our goal is to get you all involved in Division 20 and the upcoming APA conference in New Orleans this August 10 – 13, 2006. This year, we have organized a Division 20 graduate student conversation hour titled, "Securing a career in aging: Post-doctoral and academic positions". This roundtable discussion will include interactive talks by three distinguished professors: Drs. Anderson Smith and Christopher Hertzog, both from Georgia Tech's School of Psychology, and Dr. Carolyn Aldwin, from Oregon State University's College of Health and Human Sciences. Dr. Smith's research interests focus on adult age differences in memory. Dr. Hertzog's research projects include metacognition, strategy use, and aging, as well as adult development, memory, and social cognition. Dr. Aldwin's research examines the effects of psychosocial factors on health, especially how individuals cope with stress.

These speakers will address your questions about the application processes for academic jobs, post-doctoral positions, and grants in the aging field. This is a great opportunity for Division 20 students to get prepared for the academic job market and hear first-hand from academic professionals who are actively hiring for these positions.

In addition to this graduate student session, we are also organizing a graduate student social event starting at 6:00 pm on Friday, August 11, 2006. Take a break from the conference and come share appetizers and drinks with your fellow students! This is a great chance to interact with others who share similar research and

career interests as you, as well as to make lasting connections with other Division 20 graduate students. Stay tuned for more information about the location of this social event.

We look forward to seeing and meeting all of you at this year's APA conference! Please feel free to contact us with any questions or concerns.

See you in August!

Cory Bolkan & Christie Chung
 APA Division 20 Student & Post-doctoral
 Representatives
bolkanc@onid.orst.edu
chung_c@mit.edu

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This favorite family story perfectly illustrates the sort of agile creativity that can accompany the aging mind. Would a younger person have thought of this solution? Possibly. Creativity knows no age limits. But in my experience, this kind of "out of the box" thinking is a learned trait that improves with age. It is what Sherry Willis of the Human Development and Family Studies program at Pennsylvania State University calls "pragmatic creativity in everyday problem solving," a capacity that research has found to be very strong in later life. Age allows our brains to accumulate a repertoire of strategies developed from a lifetime of experience—part of what has been referred to by other researchers as crystallized intelligence. Not that Howard had done the pizza parlor routine before, but that the accumulated experience of other successful strategies and inner influence of the liberation phase helped stimulate the thinking that produced his creative solution. It was all part of the positive capacity that comes with aging.

This article is adapted from "The Mature Mind: The Positive Power of the Aging Brain" (Basic Books, 2006), by Gene D. Cohen, M.D., Ph.D.

Gene D. Cohen, M.D., Ph.D., is the founding Director of the Center on Aging, Health & Humanities (established 1994) at George Washington University. He is a Past President of the Gerontological Society of America. During his 20-year career at the National Institutes of Health, he was appointed the first Chief of the Center on Aging at the National Institute of Mental Health in 1975, and subsequently served as Acting Director of the National Institute on Aging during 1991-1993.

Minutes of Division 20 Mid-Year Executive Committee Meeting

Submitted by Joan McDowd

Gerontological Society of America Annual Meeting
Orlando, FL
November, 2005

Attending: Carolyn Aldwin, Susan Charles, Neil Charness, Sara Czaja, Bert Hayslip, Jr., Joseph Gaugler, Leah Light, T.J. McCallum, Joan McDowd, Jennifer Margrett, Michael Marsiske, Lisa Miller, George Rebok, Forrest Scoggin, Brent Small, Ron Spiro, Mary Ann Stephens, Harvey Sterns, Elizabeth Stine-Morrow, Judith Sugar, Robin West, Susan Whitbourne

Guest: Deborah DiGilio

The meeting was called to order at 7:15 am by President Neil Charness.

The first order of business was the approval of minutes from the Annual Meeting; they were approved as presented.

The second order of business was the final draft for bylaws amendments. Spearheaded by Jane Berry and Liz Stine-Morrow, a significant amount of work on updating and suggesting wording changes had been done by the EC via email prior to the meeting. Consensus was reached on all proposed changes, and it was moved that we recommend to APA that our bylaws be accepted as amended. The document has been forwarded to APA legal office for approval. Once APA approval is received, the document will be made available to Division 20 membership for review and comment.

The issue for conference travel support for D20 EC members and student representatives was the third order of business. Requests and grants for travel support have been inconsistent in the past. Neil proposed that a line item in our budget be added for student travel, for both the annual and mid-year meetings. It was decided to create independent budget lines for EC and student travel in our budget; 1000 for EC members and 2000 for student representatives.

Committee reports

Secretary – A revised timeline for processing and publishing Division 20 Executive Committee minutes was proposed and approved: Following the August Annual Meeting and the mid-year meeting, the Division Secretary will prepare minutes and circulate them via email to the Executive Committee within three weeks of

the meeting. Executive committee members will then have one week to make corrections and approve the minutes. Following approval, the minutes will be submitted for publication in the next Division newsletter.

Treasurer – a copy of the treasurer's report was circulated. The financial health of the Division remains good. Assets total almost \$50,000. Dues are the primary revenue driver. \$2 dues increase took effect in 2005, and the EC may want to consider a cost of living increase for next year.

The question was raised about whether the Division should approve a waiver of dues for honorary members. The issue was referred to the membership and finance committees to come up with recommendation for annual meeting.

Program – 2006 APA will be in New Orleans, with the theme "Roadmap to Optimal Aging". Invited speakers will be Elissa Epel, Roger Dixon, and Jacqui Smith. Symposia related to the theme are also planned but not yet finalized. A cross-cutting symposium with Divisions 12 and 41 will be on assessing capacity in older adults. In addition, a panel will be co-sponsored with Division 42 on clinical and practical considerations when working with older adults. The program committee is also working on ideas for a social event for Division 20 and Division 12 section 2. Any ideas should be forwarded to Carolyn Aldwin and/or Karen Hooker.

Elections – Ron requested that anyone wishing to make nominations for Division 20 president, treasurer, or two members at large should let him know.

Newsletter – Submission deadlines for newsletters may change to accommodate new process for approving and publishing executive committee meeting minutes. Newsletter production seems to run fairly smoothly as long as contributors get their material in on time. 1500-1700 newsletters go out each time; at about \$1 each. Neil asked that Jennifer confer with communications committee to consider electronic newsletter.

Education – The Education committee thanks Sean Meegan for his leadership and diligent work over the past 3 years. Ric Ferraro is the new co-chair of the Education committee and will be responsible primarily for overseeing the Teaching Tips articles and updating the undergraduate and graduate syllabi on the Division 20 web site. Joe Gaugler, committee co-chair, requested that any ideas for future Teaching Tips articles be passed along to him.

Minutes continued on p. 8

Minutes continued from p.7

In collaboration with Michael Marsiske, the on-line Graduate Guide has been updated and should now be available.

International relations – Silvia Sorensen, outgoing liaison to APA's Committee on International Relations in Psychology (CIRP), will be attending the mid-winter meeting of the APA committee. She has organized a poster session and Division 20 members will be presenting two posters. Current liaison, Jane Berry, reported that at the Fall meeting of CIRP, division liaisons discussed ways in which CIRP and APA's Office of International Affairs might better serve psychology. Ideas generated focused on the following themes: communication, integrating/leveraging resources, promoting psychology, and capacity building. If Division 20 members have interest in these areas, please contact Jane Berry in advance of the Spring meeting of CIRP, scheduled for early April, 2006.

Awards – The need to increase the applicant pool for awards was raised as an issue for the group. Susan Charles circulated an announcement to recruit nominees for the various awards. The possibility of including 2nd and 3rd place honorable mentions for some awards was presented and approved. The issue of how to handle these additional place awards was assigned to the committee.

Science directorate initiatives

A special meeting to discuss Science Directorate initiatives will be held in early December. This science leadership conference will attempt to promote science in the psychology profession. One idea generated would be to get psychologists to participate in NPR's Science Friday. This idea will be passed on to the science leadership delegates.

Multicultural conference and summit

There is a summit meeting on multicultural issues scheduled for January 2007. The question was raised about whether Division 20 would want to get involved with financial support for the meeting. Opinions were expressed that it would be a very good way to use Division funds. Liz Stine-Morrow offered to send around additional information so that people can know more about what we are supporting.

Announcements

Leah made an announcement regarding the search for a new editor of *Psychology and Aging*. Please consider nominating yourself or someone else to serve in this role. Neil made the point that it is important to have a strong person in this position.

CONA / APA Office on Aging

Margy Gatz is scheduled to receive the CONA Award for Advancement of Psychology and Aging on Sunday evening at 8 pm.

Roadmap to aging – brochure for psychologists: Lifeplan for the Lifespan; a number of people contributed to this project.

CONA is asking for funds from council to support the geropsychology training conference. They will be asking for \$15,000.

CONA is also sponsoring a proposal to get reduced or 1-day conference fees for older members or life members to encourage them to attend some of the conference activities. Many other conferences have this fee structure.

The agenda for the White House Conference on Aging is out, including the issue of aging and mental health. 70-80 resolutions are expected to be presented; the top 10 will be identified and prioritized. Implementation plans for these top 10 will be main focus of meeting.

Diane Elmore is new aging policy person at APA; she will be involved in aging-related legislation (e.g., The Lifespan Respite Care Act, the Ronald Reagan Alzheimer's Breakthrough Act, the Positive Aging Act).

The collaborative project on Assessment of Capacity among older adults has resulted in a handbook for attorneys, and is now available.

Neil put in a word of praise about Debbie and her work at CONA for helping significantly with our interests and the White House Conference on Aging.

Meeting was adjourned at 8:53 am.

[Minutes approved by the Executive Committee via electronic vote, January 2006]

Division 20 Awards

RECOGNIZE YOUR MENTORS, DISTINGUISHED COLLEAGUES, AND EARLY CAREER ACCOMPLISHMENTS

Deadline : May 1

Submitted by Susan Turk Charles

We have a superb set of awards to present annually on behalf of Division 20, funded in part by wonderful sponsors such as the Margret Baltes Foundation, Springer Publishing, and the Retirement Research Foundation. Now is your opportunity to submit your name for consideration, or the names of your distinguished colleagues. We are changing our submission procedure to an all electronic one to facilitate distribution to our evaluation panel members. So, please send the materials in an integrated e-mail if at all possible. A good way to proceed would be to gather all the materials in one document (appending the separate files) and then attach that document to an e-mail. **Details about specific awards and their requirements can be found at the Division 20 website:**

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

Continuing Education

Submitted By Bert Hayslip

The Division 20 pre-convention CE activity is scheduled for August 9, from 8-4pm, and can accommodate 75 people. It will deal with the implementation and evaluation of both Cognitive Behavior Therapy and Interpersonal Therapy in the treatment of late-life depression. It will be co-lead by Drs. Greg Hinrichsen and Leah Dick-Siskin of the Zucker Hillside Hospital in Glen Oaks, NY. It promises to be an exciting and valuable professional activity for gerontological and nongerontological practitioners alike!

Preliminary Program

Division 20's preliminary program for the August 2006 (New Orleans) convention is now available online at the Division 20 website:

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

Conference News

Submitted by Carolyn Aldwin & Karen Hooker

We're got a great program lined up for New Orleans this year. The preliminary program will be posted on the Division 20 website. The theme is "Roadmaps to Successful Aging." We invited three speakers. Elissa Epel will give an address on *The Role of Biostress Markers in Optimal Aging*; Roger Dixon will give one entitled, *An Epidemiological Approach to Cognitive Health in Aging*; and Jacqui Smith's talk will focus on *Optimal Aging: Scenarios for the Young Old and Oldest Old*. In addition, the winner of last year's Distinguished Researcher Award, Margie Gatz, will give a talk entitled, *Show Me the Data: Questioning Conventional Wisdom*, and the Presidential address by Neil Charness is titled, *Intelligent Design for Aging?*

We received 73 proposals for posters & talks, and accepted 67. We grouped these into three poster sessions: Personality, Social Cognition, and Aging; Cognition and Aging; and Health and Clinical Issues in Aging.

We also have several exciting symposia lined up, two of which were invited. One organized by Noel Card and Todd Little will address *Recent Developments in Modeling Dynamic Intraindividual Change*, while the other, organized by Tom Hess, is entitled *Optimal Aging and Cognition: Moderators of Cognitive Change and Decline*. Along with Divisions 41 & 12, we are also participating in a cross-cutting symposium which provides different perspectives on assessing competency in late life. Our graduate student/post-doc representatives, Cory Bolkan and Christie Chung, pulled together a conversation hour on *Securing a Career in Aging: Post-doctoral and Academic Positions*.

Speaking of graduate students, a symposium entitled, *From Milliseconds to Decades: Linking Brain and Behavior Across the Lifespan*, will be one of the three symposia highlighted at the conference. All of the presenters and both organizers, Nilam Ram and Robert Gaschler, are graduate students, but they have three extremely distinguished discussants, Paul Baltes, Jacque Eccles, and John Nesselrode. Talk about intergenerational perspectives!

Many thanks to Bert Hayslip for organizing a continuing education workshop. Drs. Greg Hinrichsen and Leah Siskin will present a 7 hour workshop on the use of cognitive behavior therapy and interpersonal therapy to treat late-life depression.

We would also like to thank all of our reviewers, R. Blieszner, M. Brennan, P. Brennan, G. Caskie,

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Division 20 Presidential Candidates: Biosketches & Statements

Christopher Hertzog

I am currently a Professor of Psychology at the Georgia Institute of Technology in Atlanta, Georgia. I received my M.A. & Ph.D. degrees in Psychology (specializing in Adult Development and Aging) from the University of Southern California. After receiving my Ph.D. under K. Warner Schaie's supervision in 1979, I did a 2-year postdoctoral fellowship with Earl Hunt at the University of Washington. In 1981 I became an Assistant Professor of Human Development at the Pennsylvania State University. I moved to Georgia Tech in 1985 and have remained there ever since. I am currently a fellow of the American Psychological Association and the Gerontological Society of America, a charter fellow of the Association for Psychological Science, and a member of the Psychonomic Society and the Society for Multivariate Experimental Psychology. I have served Division 20 in the past as a Program Chair for the national convention and as a member of the Executive Board, as well as some committee assignments. Most recently I served for 3 years as the Elections Chair for the Division from 2003-2005.

My training was in two broad areas: life-span psychological development and cognitive psychology, with an emphasis on individual differences. I've been interested in understanding successful aging, with specific reference to cognitive development, throughout my career. This interest has led me to work on issues such as how to apply longitudinal designs and statistical models to study individual differences in cognition. Much of my work has focused on experimental analysis of cognition, such as episodic and semantic memory, and how performance on memory tasks changes over the adult life span. It has also led me to use measurement techniques to understand constructs such as our implicit theories about cognitive change in adulthood, aspects of personality and affect relevant to cognition, and processes of metacognition, strategic behavior, self-regulation, and self-awareness in adulthood.

Division 20 is a unique example of how APA ought to work. We have a diverse membership of persons in practice, policy, and scientific research whose common interests in adulthood and aging serve as a common ground and a basis for finding ways of understanding psychological aging and promoting the common good of promoting the health and well-being of older adults. Many of the political tensions historically seen within APA as a whole seem virtually irrelevant to us. It is critical that our president represent the entire division, appreciating both our diversity and our common ground. For example, the recently concluded White House Conference on Aging produced several laudable resolutions regarding the future of older adults in the United States. Whether they have any impact on federal, state, and local policies, procedures and practices is the critical issue. Division 20 can help influence the action plan for these resolutions. For instance, Resolution 29, "Promote evidence-based and practice-based medical and aging research" is one that potentially serves all of us in Division 20. The current domestic budget problems in Washington have created a climate in which research budgets at NIH and NSF are being pinched, the number of funded grants is being reduced, and the quality of research on adulthood and aging could ultimately be threatened if these cuts continue. I will do what I can as president to make sure that Division 20 continues to be effective in advancing an agenda that promotes the health and welfare and scientific understanding of older adults in our society.

William J. Hoyer

I am currently Professor of Psychology and Senior Scientist in the Center for Health and Behavior at Syracuse University. I received my Ph.D. in experimental psychology and life-span developmental psychology in 1972 from West Virginia University. As a member of Division 20 for more than 35 years, I have served the Division in various capacities including Member-at-Large, Program Chair, Membership Chair, and Fellowship Chair. I am a Fellow in Divisions 3 and 20 of APA, Fellow of the Gerontological Society of America, and Charter Fellow of APS. I have served on the editorial boards for several of the journals in our field including *Psychology and Aging* and *The Journals of Gerontology: Psychological Sciences*, and as a member of several NIH study sections. The general area of my research and teaching is cognitive aging; the specific focus of my research is the aging of skill learning, memory, and expertise.

The extent of my contributions and experience hopefully justifies your consideration of my candidacy for the position of president of Division 20 of APA. Fortunately, however, our Division is composed of a good number of scholars, practitioners, and educators who are eminently qualified for the honor and responsibilities of serving as Division 20 president. So, what would I do if elected? My activities would center on working with the members of Division 20 and other APA divisions and with APA committees and staff in carrying out selected science-based and practice-based initiatives on aging matters. Consistent with the overall purposes of Division 20, my goal would be to create and energize opportunities to integrate research, teaching and training, and practice to improve health and quality of life throughout the adulthood years. Along these lines, three targets for collaborative action loom large on the horizon; advocating for better funding for research on aging at the NIH, making a difference in matters that affect better implementation of health benefits and services, and promoting opportunities for career advancement for all members of the Division.

Division 20 Treasurer Candidates: Biosketches & Statements

Scott M. Hofer

Scott M. Hofer is Associate Professor of Human Development and Family Studies at Penn State University. He received his Ph.D. in Psychology from USC in 1994 and held postdoctoral positions at the University of Manchester and the Center for Developmental and Health Genetics at Penn State. He serves on editorial boards for *Gerontology and Multivariate Behavioral Research*, as ad hoc reviewer for over 20 journals, and as member of review panels for NIH and internationally. He has co-organized international conferences on aging, most recently the Future of Cognitive Aging Research held at Penn State in May, 2005.

My research examines the role of aging and health on changes in cognitive functioning, in interaction with demographic and psychosocial influences. This research involves collaborations with national and international researchers on longitudinal studies, with innovations related to intensive measurement designs and inference in the context of mortality and attrition. My research has been funded by NIA, NIMH, and NICHD and I am Associate Investigator on research networks in both Australia and Sweden. I am actively engaged in an international collaborative network for the coordinated and integrative analysis of longitudinal studies on aging (IALSA), involving over 20 longitudinal studies.

I am very pleased to be nominated for Treasurer of Division 20 and have great interest in becoming more actively involved in this division. I have long recognized the important mission and value of being a member of Division 20 and it would be an honor to serve the membership in this capacity.

Martin 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.

Division 20 Candidates for Member at Large

Biosketches and Statements

Karen L. Fingerman

I received my PhD in developmental psychology from the University of Michigan in 1993. Soon thereafter, I served as a visiting faculty member at the University of San Francisco and then moved on to spend 8 years at Pennsylvania State University. I am currently Berner Hanley Scholar in Family Gerontology and Associate Professor of Child Development and Family Studies at Purdue University

Broadly speaking, my research focuses on negative emotions in relationships in late life. Relationships that last for 50 years are a relatively new phenomenon in human history. As life expectancy has increased, the potential to retain ties with other people for decades arose, but successfully doing so involves dealing with interpersonal problems. My studies have included mothers and daughters, grandparents and grandchildren, parents and grown offspring, and the larger social network. Collectively, my research suggests several factors allow older adults to experience positive ties in late life, including: individual changes in emotion regulation, socioemotional selectivity, and interpersonal input. My research has appeared in *Psychology and Aging*, *Journals of Gerontology: Psychological Science*, and *Journal of Marriage and Family*.

I have been deeply committed to Division 20 since I was a doctoral student. I appreciate the open nature of the division to new comers to the field and to other divisions within APA. I served as co-chair of the education committee, and as a member of the student awards committee. I received the Springer Award for Early Career Achievement in Research on Adult Development and Aging from the American Psychological Association in 1998. In addition, I am committed to the field of gerontology through my service on the editorial boards of *Journals of Gerontology: Psychological Sciences* and the *International Journal of Aging and Human Development*. I would welcome the opportunity to increase my involvement with Division 20 and APA more generally by serving as member-at-large for the division.

Karen A. Roberto

Karen A. Roberto, Ph.D. is Director of the Center for Gerontology and Professor of Adult Development and Aging at Virginia Polytechnic Institute and State University. The Center for Gerontology is the university's organizational unit for basic, social science, and applied research that promotes the quality of life for aging individuals.

Dr. Roberto's research examines the intersection of health and social support in later life. Since 1986, she has had continuous record of funding from a variety of federal and state organizations and private foundations in support of her research agenda. Her primary interest is on older women's adaptation to life with chronic health conditions and their accompanying problems (e.g., persistent pain). Other research interests include the process older adults and their families use in making health care decisions, relationships between family members (e.g., caregivers and care recipients, grandparents and grandchildren) in later life, friendships of older adults, and elder abuse. She is currently Principal Investigator of a multi-family member study of response to mild cognitive impairment funded by the Alzheimer's Association and Co-Principal Investigator of an NSF sponsored project to examine aging families in the aftermath of Hurricane Katrina. She has published over 95 scholarly articles and book chapters and is also the editor/author of six books. Dr. Roberto serves on the editorial boards of the *Journal of Gerontology: Social Sciences*, *International Journal of Aging & Human Development*, *Journal of Women and Aging*, and *Family Relations*. For the past two years she has served on the Social Psychology and Interpersonal Processes (SPIP) NIH study section. Dr. Roberto is a fellow of the Gerontological Society of America, the Association for Gerontology in Higher Education, and the National Council on Family Relations.

I have been involved with Division 20 as a presenter at the annual conference and reviewer for *Psychology and Aging*. As a Member-at-Large, I will work to promote the Division's goals by fostering and facilitating multidisciplinary and interdisciplinary aging-related research, education, and professional activities. I am interested in engaging in activities within Division 20 and across divisions (e.g., Division 12-Section II - Clinical Geropsychology, Division 35 - Society for the Psychology of Women, Division 38 - Health Psychology) to address issues facing our aging population.

Division 20 Candidates for Member at Large

Biosketches and Statements

Brent W. Roberts

I received my Ph.D. from Berkeley in 1994 in Personality Psychology and worked at the University of Tulsa until 1999 when I joined the faculty at the University of Illinois, Urbana-Champaign. I am currently an Associate Professor of Psychology in the Department of Psychology in the Social-Personality-Organizational Division. I also hold affiliations with the Developmental and Quantitative divisions in the Department of Psychology, and the Neuroscience Program, and Aging Initiative at University of Illinois. In 1994, I received the J. S. Tanaka Dissertation Award for methodological and substantive contributions to the field of personality psychology and was awarded the prize for the most important paper published in the *Journal of Research in Personality* in 2000. I have served as the Associate Editor for the *Journal of Research in Personality*, and currently serve on the Editorial Boards of the *Journal of Personality and Social Psychology*, *International Journal of Selection and Assessment*, and *Personality and Social Psychology Review*. From 2002 to 2005, I served as a member-at-large for the Association for Research in Personality, and I recently volunteered to be the Division 20 co-chair for the APA program in 2007.

My research is dedicated to understanding the patterns of continuity and change in personality across the decades of adulthood and the mechanisms that affect these patterns, with a particular focus on the development of conscientiousness. I have a second line of research on personality assessment. This research line includes studies focusing on the meaning and scope of the trait of conscientiousness and the relationship between conscientiousness and the health process, the utility of contextualized assessments of personality, and the use of IRT in personality assessment. My research has been funded by NIA for the last 5 years.

As my interests bridge personality and life span developmental psychology, I have long had a split identity, participating in both fields at conferences, such as APA. Having just finished a stint as member-at-large for ARP I am sensitized to the increasing Balkanization of our field and the need for greater dialogue and integration across similar research areas. To that end, I would like to work toward fostering stronger ties between Division 20 and Division 8, and the now semi-

autonomous organizations of SPSP and ARP. If elected, my second goal would be to do whatever possible to support efforts to bolster federal funding for research on aging and life-span developmental psychology.

Sara Czaja

A statement from the candidate was not available at press time.

Division 20 has proposed revisions to its bylaws. View the proposed revisions online at the Division 20 website and offer your comments.

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

Teaching Tips: *Are you on-line yet? Trials and Tribulations of getting an Adulthood and Aging class ready for on-line instruction.*

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Chances are your chairperson, dean, and/or president has requested that you consider putting any or all of your classes on-line. On-line instruction has increased dramatically in just the past few years and more and more colleges and universities are putting as many of their courses on-line as possible. I have first-hand experience in this matter and would like to discuss some trials and tribulations of the process. Although on-line practices and requirements differ across colleges and universities, my discussions with other colleagues at other schools resulted in some very common ground regardless of where they are teaching. What follows are some observations on the process, recommendations and what works and what doesn't, and general guidelines that will make the process as smooth as possible. First some historical context to situate the reader.

In 1992, I was hired fresh off my postdoctoral fellowship at Washington University in St. Louis and started teaching, among other courses, Developmental Psychology at the University of North Dakota. I continue to teach this class and, initially, the Adulthood and Aging class (PSY 355 at UND, taught in the summer and fall semesters, average enrollment of 20-25 in the summer and 90-95 in fall) was taught by another faculty member (Rob Till) who has since left UND for Northern Arizona University. Prior to his departure Rob approached me and asked if I would like to take over the Adulthood and Aging class and I jumped at the chance to teach it. My teaching experience with Developmental Psychology (in which I currently devote ¼ of the class to the aging process), coupled with my research on aging made wanting to teach Adulthood and Aging very appealing to me. Since Rob's departure, I have taught Adulthood and Aging in the summer and fall semesters in the more traditional classroom setting. About 10 years ago I was asked if I wanted to teach Adulthood and Aging through the correspondence department on campus (which I did). The correspondence department offers several of UND's undergraduate classes via snail-mail (paper) instruction and has done so for over 90 years. Students from literally all over the world sign up for classes, are mailed materials, take exams, and basically do what other students do in these classes but all from the comfort of their own homes, dorm-

rooms, etc. About 3 years ago (2003-2004), and in response to the university's desire to attract more students overall, the correspondence department started asking faculty who were teaching the snail mail correspondence classes if they wanted to convert these to a paperless (and on-line) format. As with the development of the snail mail correspondence classes, there was a monetary incentive to develop the course on-line (\$1500). However, this is where the similarities between developing a snail mail and an on-line course stop. I had revised my snail mail course in Adulthood and Aging every 5 years (this was a requirement of the correspondence department) and the next revision was to be conversion from snail mail to on-line. Now, for my recommendations. I have listed what I consider the most critical in the development phase of getting an on-line course up and running. I imagine (many) more will surface as this on-line class takes off and additional students enroll in it. As of the writing of this article, 6 students are currently enrolled.

First, don't expect that the conversion (or the development of a new on-line course) will occur overnight, over the weekend or even over the course of 1 or 2 months. From the time I agreed to revise my course for on-line presentation, approximately 30 months passed. Now, I did not meet with the on-line team for 30 straight months, but there were many delays and many issues related to how to present certain information cogently (and legally, in the case of copyright information) that took many, many meetings to resolve. All told, there were approximately 10 meetings I had with the on-line team. This team consisted of 4-5 members each with different on-line backgrounds (i.e., one person's sole job was to add music and color to my on-line course so as to make it appealing for the eyes as well as the ears).

Second, don't assume that what works in your regular class will work in an on-line format. I use PowerPoint and BlackBoard extensively in my non on-line Adulthood and Aging class (and all my others ones as well) and show a fair number of video clips, but getting all this translated into an acceptable (and eye and ear appealing) on-line format took a lot of work and effort on my part as well as attempting to integrate this within the guidelines of the on-line group members. The biggest issue in this light has been obtaining official copyright information for some of the videos I use in my classes. This issue has become more complicated and cumbersome with the addition of an on-line option, but it is certainly doable and can aid in making your class as good as or better than the

non on-line version. With that said, one real drawback (for me anyway) of the on-line class is that the student does not get to see me in person as I lecture. My lectures are educational but also fun-filled and I tend to be quite animated while I lecture. This aspect of my teaching is curtailed with an on-line type of class. So, if you consider yourself an entertaining teacher (as I do myself) then there may be some initial hesitance to teaching an on-line class.

Third, be patient with the on-line team (or on-line person, depending on your specific situation) that will be working with you as you develop and/or refine your class. The team I worked with consists of no less than 5-6 people, as mentioned previously. When the decision came down to get all paper correspondence courses on-line, some resistance was apparent from several of my faculty colleagues. Many did not want to convert their classes, many thought on-line was not the wave of the future, and many simply did not want to deal with the rapidly advancing technologies. I avoided much of this simply because I use PowerPoint and BlackBoard in all my classes (some of my colleagues do not) and this was quite helpful in dealing with the on-line team. Many on this team never took an Aging class (although the more they found out about Aging, the more interested they have become) and few ever had Introductory Psychology. As we met more and more, the on-line team became more interested in the aging process, what they could do to reduce the impact of aging on themselves and their family members and some have continued to ask me questions about aging.

In summary, this is an exciting time technologically for those of us who teach. Adapting and working to get my Adulthood and Aging class was by no means easy and took much time away from my other projects. That said, I am very glad that I converted this class to an on-line format. It made me aware of other technologies that I am now considering using in my other classes, it made me think of different and interesting ways of presenting materials pertinent to the aging process (creativity helps here because one is not lecturing in the classroom), and it now makes my interest and passion for adulthood and aging available to many more individuals through the on-line process.

Conference News Continued from p. 9

P. Cupertino, D. Danaher-Gilpin, M. Diehl, R. Dutta, N. Garovoy, C. Holahan, L. Miller, D. Morrow, M. Murphy, S. Neupert, N. O'Rourke, A. Revell, & D. Segal, as well as our two graduate students assistants, L. Levaro and P. Meierdiercks.

Finally, Cory and Christie are pulling together a graduate student social for Friday night, probably a pizza party in the hospitality suite, but we're still trying to arrange something for Saturday night. Help from anyone familiar with New Orleans would be appreciated!

APA Conferences Locations & Dates

2006 New Orleans, Louisiana
August 10-13 (Thursday-Sunday)

2007 San Francisco, California
August 17-20 (Friday - Monday)

2008 Boston, Massachusetts
August 14-17 (Thursday - Sunday)

2009 Toronto, Ontario, Canada
August 13-16 (Thursday - Sunday)

2010 San Diego, California
August 12-15 (Thursday - Sunday)

2014 Washington, DC
August 7-10 (Thursday - Sunday)

Student AWARDS from APA, Division 20

The deadline is May 1, so start planning now!

We have awards at the **undergraduate, graduate/master's, graduate/doctoral, and postdoctoral levels.**

Awards for completed research:

- undergraduate (\$250)
- graduate/master's (\$300)
- graduate/doctoral (\$400)
- postdoctoral (\$500)

Awards to fund proposed research (expected completion during the 2006-2007 academic year).

- undergraduate (\$500)
- graduate/master's (\$750)
- graduate/doctoral (\$1250)
- postdoctoral (\$1500)

Applications must include the paper, a two paragraph statement from the advisor, and a completed one page application from.

For more information and the application, refer to our website: <http://apadiv20.php.ufl.edu>

Adult Development and Aging News

Division 20, American Psychological Association

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