

Adult Development & Aging News

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Summer 2003

20 DIVISION

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President's Message

I have waited as long as possible before writing this column to see if we would have more information about SARS and Toronto. As of June 5, no new information has been received. After attending the Annual APA Meeting for so many years, the idea that the meeting might not take place is very disconcerting. We have taken this annual event as a given, and hopefully, we will emerge with a greater appreciation of its importance to all of us. We all know that optimism is an adaptive behavior. I look forward to greeting you personally in Toronto.

A Note of Appreciation and Thanks

My decision, in consultation with our Newsletter Co-Editors, has been that we should publish the Summer Newsletter with all of the usual conference information and that we

look forward to being able to use it in Toronto, as planned. If plans change, we will have full documentation of the great program that has been put together by our Program Chair, Peter Lichtenberg, and our Cluster Coordinator, George Rebok. I want to formally thank them for accepting these demanding assignments. You will find information about the program, a CE opportunity on Older Driver Assessment developed by Greg Smith and his committee in cooperation with the Canadian Psychological Association, and our planned social events in this issue. We especially want to encourage students coming to the meeting to join us at the receptions, the dinner, and also to attend all special



Harvey L. Sterns, Div. 20 President

student events.

Our Executive Committee has been hard at work. Under the coordination of our new Secretary, Jane Berry, all members have been involved in updating our Division 20 Handbook. We are reviewing and updating procedures to reflect current practice, and we are reviewing our bylaws and will bring forward any needed changes. Elizabeth Stine-Morrow has done a most commendable job in her role as Treasurer. This year, her term is over. We are so fortunate to have Susan Whitbourne and Paul Costa as Council Representatives. They

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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

Deadlines for submissions are:
September 1
February 15
June 1

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Jennifer.Margrett@mail.wvu.edu;
JoNell.Strough@mail.wvu.edu, or
Julie.Patrick@mail.wvu.edu



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

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

represent Division 20 and aging to APA at a time when aging issues continue to grow in importance. Their dedication has been essential for our Division to continue to lead and shape policy within APA.

Michael Marsiske, Member-at-Large, continues to manage our website and listserv. This is another one of the demanding tasks that we have, and I want to formally thank him and the University of Florida, Institute of Gerontology for providing this valuable service to the division. Also, thank you to President John Cavanaugh of the University of West Florida for supporting the Executive Committee listserv. Our other Members-at-Large are Patricia Parmelee, Jacqui Smith, Neil Charness, Manfred Diehl and Judith Sugar. We appreciate all that they do.

Monisha Pasupathi has continued as our Membership Chair and Bert Hayslip became Fellowship Chair. Thanks for your good work. Once again, Christopher Hertzog served as Elections

Chair and brought us an outstanding slate of candidates. Joe Gaugler and Sean Meegan have begun their term as Co-Chairs of the Education Committee. We have a number of important liaisons: Anderson Smith, Science Directorate; John Cavanaugh, APA Committee on Aging (now appointed as CONA member and serving as CONA Chair-Elect; H. Sterns, serving as liaison); Rosemary Blieszner, Education Directorate; Silvia Sorensen, International Relations; and Leslie Frazier, Women in Psychology. Ana Begovic serves as our Graduate Student Representative.

A special thanks to Bob Knight, President-Elect, and Ron Abeles, Past President. They have been most helpful all year and our work continues as we focus on choosing award recipients. Other awards are being ably coordinated by our Award Co-Chairs, Dan Mroczek and Ron Spiro. Special thanks needs to be made to our Newsletter Co-Editors, JoNell Strough, Jennifer Margrett and Julie Patrick.

An Exciting New Initiative

In March, I was contacted by APA President-Elect Diane Halpern. One of her interests is finding an appropriate way to use the skill and expertise of retired psychologists. Bob Johnson will serve as Chair of a special committee to explore this issue, and I was invited to become a member. Diane was a speaker at The University of Akron in early April, and we had an opportunity to talk at length.

The committee is charged to find or create ways through which retired psychologists can find meaningful work and volunteer activities that will make it possible to use their skills, talents, and abilities in ways to be of benefit to society. Demographic data suggests that large numbers of psychologists will begin to transition into active retirement. New professional and volunteer roles may need to be explored for the future. Clearly, there are many people who may want to continue their careers

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News from APA

Submitted by Susan Krauss Whitbourne, Division 20 Council Representative

There are two items of interest to members regarding upcoming events and plans in APA. First is the upcoming report of President Robert Sternberg's Task Force on Governance, a 12-member panel of which I am a part. After two meetings in January and May of 2003, we have drafted a report that will contain several significant changes in the governance of the Association. The major change will be a restructuring of how Council allocates its time during the two yearly meetings (February and August). Up until now, the majority of Council time was spent deliberating over agenda items, such as the allocation of the budget, approval of initiatives, and "housekeeping" items having to do with the business of running APA. Over the past two years, Council Reps have become increasingly dissatisfied with this framework, which did not allow for active participation by Council in decision-making or the introduction of policy. The Governance Task Force will propose that, among other changes, Council will spend a significant proportion of meeting time in developing plans that will allow APA to be

responsive to changing demographics of the association, the need to maintain financial viability, and enhancement of psychology's potential to contribute to social issues and social policy. The greater flexibility of the APA Council meeting time will allow the governance structure to be better able to use Council expertise to address the concerns of the association.

The second major news item pertains to the 2004 Convention which will be held in Honolulu, Hawaii. President-Elect Diane Halpern has agreed with the Division 20 plan of APA's sponsoring a post-convention cruise. In conjunction with the APA Continuing Education office, Division 20 will develop a 4-hour CE unit. The cruise will be held on the Norwegian Cruise Line's 7-day Hawaii cruise which will begin on July 18th, immediately preceding the convention. Details about reservations will be distributed soon on the listserv so that you can "Book 'em, Danno" well in advance of the convention. Our cruise agent Bobbye Haupt of Cruises, Inc. will handle all bookings directly; to hold your cabin, a minimum deposit will be required. I will

work with her to ensure that we have the best possible rates.

The cruise will be open to all APA members; I am hoping that Division 20 members will take advantage of this once-in-a-lifetime opportunity to combine fun with a professionally rewarding opportunity. In addition to the cruise, President-Elect Halpern is planning a set of unique activities during the convention, such as a luau, exciting speakers, and a conference schedule that will allow participants to enjoy the beautiful island as well as the scientific papers and posters.

If you have any questions about these or any other APA-related activities, please feel free to contact me. In the meantime, I look forward to seeing you in Toronto!

Has your address changed?

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Teaching Tips

Elder Mentorship in Graduate Education

**Graham D. Rowles & John F. Watkins,
University of Kentucky**

One of the most distressing features of adult development and aging instruction is how little this process directly involves elders. Didactic lecture formats necessarily offer a venue for talking about elders, and innovative class assignments and service learning opportunities may even allow limited interactions between students and elders. Clearly such pedagogical approaches have merit; any scholarly pursuit requires a certain amount of 'book learning,' and observations in facilities geared toward seniors along with some student-elder interaction lend valuable context to instructional materials derived from class. But to assume that such a mix of learning opportunities alone is optimal, or even sufficient, is in our view an expression of supreme arrogance. Students remain 'outside looking in,' and never really get the chance to fully internalize the true meanings of growing older. Only elders themselves can know the actual experience of their aging, and only full involvement of an elder in a student's learning can allow the richness of this experience to be appreciated and connected to classroom themes and concepts. In the Ph.D. Program in Gerontology at the University of Kentucky, we have developed a strategy for addressing this problem. We have established an elder mentorship component wherein each entering doctoral student is immediately teamed with a community elder, and together they are assigned and work together on a variety of activities that reflect a semester-long progression of topics within a core seminar required of all students.

Recruiting and Matching Elder Mentors

Prior to the beginning of the semester, the instructors of this team-taught course recruit the elder mentors. The only requirements for participation are to be over 65 years of age, to be cognitively intact, and to have a willingness to spend significant time with a student over the period of a semester. Elders are identified through

numerous channels. Some are retired university faculty members and administrators, others are members of churches familiar to the instructors, and others are friends of existing mentors or are acquaintances in social or civic organizations. Once the appropriate number of mentors is selected, the teams are established by a random selection of student and mentor names. This pairing strategy was found to be more effective than any efforts of matching mentors and students according to their characteristics. A brief meeting is held with the instructors and mentors before the start of classes to provide introductions, explain the purpose and content of the seminar, describe the mentorship component and articulate expectations, and answer any questions. The mentors, students, and instructors then gather at a reception as the semester begins. Students are introduced to their mentors, and several icebreaker activities are conducted to initiate relationships between the students and their mentors. (For example, each student and their newly met mentor must decide on, and then share with the group, a single older person who they most admire.) The other business of this meeting is for each student/mentor team to establish mutually convenient times and locations for meetings throughout the semester, and determine a specific meeting within the first week. From then on each student/elder mentor dyad is essentially on its own.

Seminar Assignments

A series of assignments provide focus for student/mentor meetings throughout the semester. In general the assignments are structured to facilitate a dialogue between student and mentor on various aspects of growing old. The particular tasks and topics of each exercise are intentionally chosen to address three concerns. First, we sequentially address targeted topics, including individual perceptions of aging, societal images of aging, and health issues in aging. These

Teaching Tips continues on pg. 5

exercises involve, for example, developing a joint definition of ‘successfully’ aging, critically viewing a movie that centers on older characters, and completing a fairly comprehensive health history. Second, we move from exercises that are topically discrete (such as describing general family, employment, work, and place life-lines) toward exercises that are integrative in nature (a narrative life review that explains life trajectories and the development of meanings). Finally, we structure exercises sequentially to foster growth in the student-mentor relationship. Our intention here is to promote quality interactions by providing opportunities to establish trust between the student and mentor, recognizing diversity among individuals and how such diversity informs the dynamics of any relationship. Early assignments are necessarily descriptive and non-threatening in terms of the information that is shared by the student and mentor. Later assignments, on the other hand, can become more sensitive, with highly personal events, feelings, and emotions often becoming part of the discourse between student and mentor.

Permeating each assignment is an attempt to relate what is being learned in the classroom and from reading assignments to the lived experience of each elder. We have found that most elder mentors are highly perceptive and are able to provide the student with a different point of view than they gain from texts and lectures. The overall objective is to enhance student sensitivity to the complexities and richness of the aging experience, and to develop an appreciation that most elders are not decrepit and withdrawn but rather have horizons of meaning in their lives and a depth of experience that cannot be understood from superficial contact. The aging experience is one of ongoing adjustment to change—in body and in environment—and students gain a much clearer understanding of how their own elder mentors negotiate their lives in the face of such change. We feel that an understanding of what aging can be provides an important baseline for

subsequent work in which invariably students will tend to focus more on pathological conditions.

Outcomes

Formal course evaluations and feedback from both students and the 48 elder mentors who have participated in the program to date suggest multiple positive outcomes. Students report obtaining insight into substantive dimensions of their mentor’s lifeworld—understood in environmental and temporal context—that are not revealed in class or through their reading. Most participants, elders and mentors, claim to have achieved a deeper level of self-understanding from having participated in the process of reflexive dialogue over an extended period that is the essence of the program. In many cases, both students and mentors perceive that what they learn through the process transcends what each brings to the interaction individually. It is also our assessment that, in contrast to the isolated and solitary scholar model, the program provides a useful model of the collaborative process of inquiry that is increasingly the focus of contemporary science. Finally, an unexpected outcome of the program has been the development of some friendships involving frequent contact that have lasted for years beyond the completion of the course. Indeed, the graduation celebration of the first three graduates of the doctoral program, almost five years after the completion of the course, was graced by the presence of all three of their mentors.

For a fuller description and evaluation of the initial mentorship program see:

Victory, K., Ravdal, H. & Rowles, G.D. (1998). *The Conundrums of Collaboration*. In R.J.F. Elsner (Ed.). *Voices of Experience: Listening to Our Elders* (pp. 11-35). Athens, GA: University of Georgia Gerontology Center.

APA 2003 Convention News

We received a wonderful response to the call for presentations this year, with over 110 submissions received. Division 20 will be the primary listing for 2 poster sessions, 6 symposia and two research award lectures. The schedule on page 7 also lists the social hours, and the Division 20 business and executive committee meetings. Division 20 will be co-listed on poster sessions that have a primary listing in division 22 (Rehabilitation) and Division 40 (Neuropsychology) so please check your APA program for those.

Peter A. Lichtenberg, Ph.D., ABPP
Program Chair, Division 20

Continuing Education: Division 20 and the Canadian Psychological Association

Division 20 and the Canadian Psychological Association will co-sponsor a day-long CE program titled "The Unsafe Older Driver: Identification, Assessment, and Minimizing the Negative Consequences of Loss of Driving Privileges" preceding the APA convention on August 6, 2003 at the Sheraton Centre Toronto. The learning objectives to be covered by Psychologists Al and Bonnie Dobbs from the University of Alberta include: obtaining knowledge about the reasons for societal concerns and who is at-risk; learning state-of-the-art principles for screening, including what is needed for fair and accurate assessments; obtaining knowledge about reporting requirements and the Licensing Authority assessment process; developing effective communication techniques for bringing up the driving issue and delivering bad news; recognizing the consequences of losing driving privileges for the former driver and family; and understanding the relevance of support group interventions for the former driver and family caregivers. Dr. Bonnie Dobbs is the Associate Director of the Rehabilitation Research Centre at the University of Alberta, an Assistant Professor in the Faculty of Rehabilitation Medicine, an Adjunct Academic Assistant Professor in the Department of Family Medicine, and an Adjunct Professor in the Department of Psychology at the University of Alberta. She has published widely in the areas of medical conditions and driving, driver assessment procedures and the consequences of having to stop driving. Dr. Dobbs' research and research reviews have served as the foundation of guidelines for physician assessment of medical fitness-to-drive for the National Highway Traffic Safety Administration (U.S.) and the American Medical Association. Dr. Allen Dobbs is a Professor Emeritus in the Psychology Department, a Professor in the Division of Neuroscience and an Adjunct Professor of Medicine at the University of Alberta. His research has centered on the assessment of drivers having a medical condition that can affect mental competence and has culminated in the research-based and validated driver assessment procedures of DriveABLE. DriveABLE Assessment Centres Inc. deliver driver evaluations at 16 centres in 5 provinces. The registration fee is \$250.00 (Canadian currency), and participating psychologists will receive 6 CE credits. Division 20 is approved by the American Psychological Association to offer continuing professional education for psychologists. Division 20 maintains responsibility for the program. For further details contact Dr. Greg Smith, Chair – Division 20 CE Committee (330-672-9993; gsmith2@kent.edu).

DIVISION 20 PROGRAM SUMMARY

Thursday, August 7th

Symposium: Personality Growth: Measurement, Trajectories, and Facilitation

Ursula M. Staudinger, Ph.D.

8/07 Thu: 12:00 PM -1:50 PM Metro Toronto Convention Centre, Meeting Room 711

Poster Session: Cognition, Depression, and Functional Abilities

8/07 Thu: 2:00 PM – 2:50 PM Metro Toronto Convention Centre, Exhibit Hall

Friday, August 8th

Symposium: Self-Management Issues in Early Career

Stacey B. Whitbourne, MA and Ann Begovic, MA

8/08 Fri: 8:00 AM - 8:50 AM Metro Toronto Convention Centre, Meeting Room 206F

Symposium: Health Promotion and Illness Management in Older Couples and Families

Melissa M. Franks, Ph.D.

8/08 Fri: 2:00 PM- 3:50 PM Metro Toronto Convention Centre, Meeting Room 206F

Invited Address: Developmental Health Award Lecture

8/08 Fri: 4:00 PM- 4:50 PM Metro Toronto Convention Centre, Meeting Room 206F

Social Hour: [Student Social Hour]

8/08 Fri: 5:00 PM – 5:50 PM Crowne Plaza Toronto Centre Hotel, Kingsway Room, Lobby

Saturday, August 9th

Executive Committee Meeting: [Executive Committee]

8/09 Sat: 8:00 AM- 9:50 AM Fairmont Royal York Hotel, Board Room

Symposium: Case for Collaboration in Ethnic Minority Aging Research

Kim Nickerson, Ph.D.

8/09 Sat: 9:00 AM- 10:50 AM Metro Toronto Convention Centre, Meeting Room 706

Poster Session: Adult Development and Aging- Personality, Families, and Wisdom

8/09 Sat: 10:00 AM – 10:50 AM Metro Toronto Convention Centre, Exhibit Hall

Invited Address: Distinguished Research Award

8/09 Sat: 2:00 PM - 2:50 PM Crowne Plaza Toronto Centre, Hotel Kinsway Room

Invited Address: Presidential Address

Harvey Sterns, Ph.D.

8/09 Sat: 3:00 PM – 3:50 PM Metro Toronto Convention Centre, Meeting Room 202B

Business Meeting

8/09 Sat: 4:00 PM – 4:50 PM Metro Toronto Convention Centre, Meeting Room 202B

Social Hour

8/09 Sat: 5:00 PM - 5:50 PM Crowne Plaza Toronto Centre, Hotel, Kingsway Room

Sunday, August 10th

Symposium: Goals in Action in Adulthood and Old Age

Alexandra M. Freund, Ph.D. and Karen Hooker, Ph.D.

8/10 Sun: 11:00 AM - 12:50 PM Metro Toronto Convention Centre, Meeting Room 203B

Cluster Programming: Serving the Underserved

George Rebok

The main theme for Cluster G, in which Division 20 is participating, is "Serving the Underserved." The emphasis is on caring for marginalized patient populations and their concerns across the life course. There are two tracks to the program. The title for the first track (on Friday, August 8 from 10 a.m. - 2 p.m.) is "Peeling the Onion: Biopsychosocial Applications of Technology Across the Lifespan." This track consists of four one-hour sessions on the utilization of technology with children, adolescents, and geriatric patients. It includes presentations by Neil Charness, Sara Czaja, Joseph Sharit, Wendy Rogers, Arthur Fisk, and Jamye Hickman from The Center For Research & Education on Aging & Technology Enhancement (CREATE). In their presentations they discuss recently collected data pertaining to input device efficacy, training, and telework opportunities for older adults.

The title for the second track (on Saturday, August 9 from 11 a.m. - 3 p.m.) is "From Abstract to Impact: Applying Theory to Practice." This track focuses on applications of psychological theory at the societal level; modifying drug-related behavior to reduce HIV transmission, (e.g., through needle-exchange programs); and changing scope of practice laws (i.e., prescription privileges for psychologists) to improve services to patients. There will be two one-hour presentations and one two-hour roundtable discussion.

The following Divisions and their representatives are participating in Cluster G:

Division 18 (Public Service): Bob Ax
 Division 20 (Adult Development & Aging): George Rebok
 Division 22 (Rehabilitation): Martha Banks
 Division 40 (Neuropsychology): Paula Shear
 Division 55 (Psychopharmacology) Gil Sanders

Series I: Peeling the Onion: Biopsychosocial Applications of Technology Across the Lifespan **Time: Thursday, 10 AM- 2 PM**

Four one-hour presentations:

I-A: Telehealth and Adolescents
 I-B: From PsychoBabble to TechnoBabble: Technological Advances in Psychology
 I-C: Corrections and First Peoples of Canada: Working with Aboriginal Sex Offenders
 I-D: Aging and Technology: CREATE Opportunities

Series II: From Abstract to Impact: Applying Theory to Practice **Time: Saturday, 11 AM - 3 PM**

Two one-hour presentations and one (II-C) two-hour presentation:

II-A: Innovative approaches to HIV prevention: Beyond Individual-level Behavior Change
 II-B: Changing Policy, Transforming Psychology: How to Pass a Prescription Privileges Bill
 II-C: A Roundtable Discussion on Prescription Privileges in the United States and Canada

Student News: Conference Programming

Stacey Whitbourne and Ana Begovic

In spite of the SARS scare, we hope to see many of you at the 2003 Annual Meeting - August 7th - 10th in Toronto. Judging by the presentations and social events, the convention promises to be very informative and entertaining. There is a large selection of interesting presentations, posters, and social events of which a number are sponsored by APAGS.

Among these presentations is the symposium, Self-Management Issues in Early Career, sponsored by APAGS and Division 20 and co-chaired by Stacey Whitbourne and Ana Begovic. The symposium presenters include Aurora M. Sherman, Ph.D. Brandeis University and Kevin P. Kaut, Ph.D., The University of Akron, and their topics are "Getting It All Done: Staying Sane Pre-tenure" and "Career Decisions in Psychology: Retrospective Roadmaps and Future Directions," respectively.

In addition, you might not be aware, this year the individual dinners for the Division 20 social event will cost \$45.00. The board members of Division 20 have decided to charge students \$20.00; and the other \$25.00 will come from Division funds.

We look forward to seeing you all at the convention!

Other APAGS Events at APA 2003 are listed below:

1. Presenter Orientation and Reception
Wednesday, August 6, 7:00 –8:00 p.m.
Crowne Plaza Toronto Centre Hotel
Ballroom B

If you are a presenter for an APAGS regular or suite program, you are cordially invited to attend this special orientation and reception.

2. Making the Most of the APA Convention: Strategies for Graduate Students
Thursday, August 7, 9:00 –9:50 a.m.
APAGS Suite

3. Your Dissertation from Start to Finish
Thursday, August 7, 12:00 – 12:50 p.m.
Metro Toronto Convention Centre
Meeting Room 701B

4. Life Doesn't Begin After Graduate School: Enjoying the Doctoral Journey
Thursday, August 7, 2:00 – 2:50 p.m.
Metro Toronto Convention Centre
Meeting Rooms 205 A and B

5. APAGS Psychology Feud
Hosted by Florence Kaslow, Ph.D., ABPP
Thursday, August 7, 7:00 – 8:00 p.m.
Fairmont Royal York Hotel
Canadian Room

6. The Job Market: Experiences of Recent Ph.D. Graduates
Friday, August 8, 9:00–9:50 a.m.
APAGS Suite

7. Making the Transition: Dr. Sternberg
Friday, August 8, 10:00 – 10:50 a.m.
Metro Toronto Convention Centre
South Building- Meeting Room 714B

8. APAGS Poster Session
Friday, August 8, 11:00 – 11:50 a.m.
APAGS Suite

9. Celebrating APAGS' 15th Anniversary: Past Achievements and Future Aspirations
Friday, August 8, 5:00 – 5:50 p.m.
Metro Toronto Convention Centre
Meeting Room 718A

10. Celebrating APAGS' 15th Anniversary Reception and Swing Dance
Friday, August 8, 9:00 – 12:00 a.m.
Fairmont Royal York Hotel
Concert Hall

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11. Food for Thought Breakfast with Martin E. Seligman, Ph.D.
Saturday, August 9, 8:00 - 8:50 a.m.
APAGS Suite
Limited space available: Sign up on site at the APAGS booth to attend this breakfast and chat intimately with one of APA's distinguished and famous psychologists.

12. APAGS Open Meeting and Awards Ceremony
Saturday, August 9, 5:00 - 5:50 p.m.
APAGS Suite

13. Non-Academic Employment for Scientists: Options and Opportunities
Sunday, August 10, 9:00 - 9:50 a.m.
APAGS Suite

14. Constructing a Vita for Clinical, Academic, or Research Positions
Sunday, August 10, 11:00 - 11:50 a.m.
Metro Toronto Convention Centre
Constitution Hall 106

Students can receive this and more information on APAGS events at:

<http://www.apa.org/apags/convention/wholeschedule03.html>

Running Psychologists: Race and Walk

The annual race and walk at the 2003 Toronto Convention of APA will be held on Saturday morning, August 9th, at 7AM. Final information on the venue for the race will appear in the *APA Monitor on Psychology*, the Division 47 web site (www.psyc.unt.edu/apadiv47), and in your convention packet. If you pre-register, you will be notified via e-mail or post. Pre-registration will run until August 1st – which means that the entry form and fee must be received by that date. Please give us all the requested information including age and gender so that the race numbers can be labeled appropriately and save us time in determining your category for the results. **THE ENTRY FEE FOR PRE-REGISTERED RUNNERS IS \$20.00**, which includes a commemorative shirt, raffle chance, and post-race refreshments. **PAST AUGUST 1ST, CONVENTION AND DAY-OF-RACE REGISTRATION FEE IS \$25.00.** Pre-registration for students is \$10.00 and convention/day-of-race student registration is \$14.00. **PLEASE** pre-register to help us avoid too many convention and day-of-race registrations. Make your check payable to: *Running Psychologists.*

Division Social Event in Toronto

JOIN THE JOINT APA DIVISION 12-II AND 20 SOCIAL EVENT on Friday August 8th at 6:30 PM. The event includes a wonderful dinner at the beautiful Sassafrazz restaurant. The dinner is limited to 100 people so please sign up ASAP. Cost for the entire dinner is \$45 for APA regular members and \$25 for student members. To get more information contact Peter Lichtenberg. To reserve your spot, write a check to APA Division 12-2 and mail it to:

Peter A. Lichtenberg, Ph.D., ABPP
Director, Institute of Gerontology
87 E. Ferry Street
Wayne State University
Detroit, MI 48202

President's Message continued from p. 2

well beyond traditional points of retirement. Others may welcome new meaningful roles as part of retirement. The challenge here is to develop approaches that support continued growth and opportunity and do not promote ageism. Please feel free to contact me with reactions and ideas. If you are personally interested in serving on the committee or a subcommittee, please let me know, and I will be pleased to forward your name.

Aging in Academia

Another April activity was a trip to the University of Wisconsin at Oshkosh. Susan McFadden, Chair of the Department of Psychology, had much earlier applied for special funding to have a special set of workshops on aging and academia and had invited me to be the presenter. The focus of this activity was to address issues related to the productivity and vitality of mid-career and late career faculty and academic staff and the implication of a coming wave of retirements for the academic community.

The workshop for faculty and academic staff addressed issues of ageism in higher education, the feelings of vulnerability some faculty and academic staff feel because of this ageism, psychological research on the effects of age on intellectual performance, the challenge to remain vital and engaged in a rapidly changing work environment, attitudes toward colleagues and students, and models of retirement for academics. A similar workshop was conducted for Department Chairs.

Another presentation was made to the Chancellor and his leadership team. The idea was to develop an increased sensitivity to these issues at all levels of the university and to promote the development of a campus

task force to continue dialogue on the issues. This was a very rewarding professional experience for me. I hope that many of you will take an interest in these issues and begin a dialogue on your own campuses.

Let me recommend Clark, R. and Hammond, P.B, Eds. (2001) *To retire or not: Retirement policy and practice in higher education*. Philadelphia: University of Pennsylvania Press. In addition, when you begin to look at the aging and work literature with an eye to academic issues, you begin to see parallel issues to business and industry. A number of years ago my good friend Mildred Seltzer pointed out two major issues. One is the "Dracula complex" – the incessant search for new blood; and the other is the "Pinocchio complex" – chopping out the dead wood. What we need is well-developed research to pursue these issues.

Follow-up

In the last newsletter, I had mentioned that I would pursue the issue of aging research funding outcomes in the behavioral sciences at NIH. This issue will need to bridge to Bob Knight's Presidency. I had a discussion with Ilene Siegler, a Past-President of Division 20 and a current NIA Council Member. She has expressed a willingness to help pursue this issue. Also the APA Science Directorate has offered assistance. Please share with Bob or me your experiences.

Thank You for the Opportunity to Serve

Since this is my last presidential message, I want to thank all of you for the opportunity to have served the division as President. I am looking forward to serving in other ways in the future. For most of my professional life, I have been a member of the executive committee. Our current executive committee is a great group of people. What has struck me over many years is the continued interest by so many people in the importance of Division 20 and its work. Please encourage colleagues and student colleagues to join us in recreating the division to meet the future.

Nominations to the Committee on Aging From The APA/Division Dialogue

The American Psychological Association's Committee on Aging (CONA) is seeking nominations for two new members. CONA is interested in persons with substantive professional specialization in aging issues to serve a three-year term beginning January 2004 and ending December 2006. The mission of CONA is to advance psychology as a science and profession and as a means of promoting health and human welfare by ensuring that older adults, especially the growing numbers of older women and minorities, receive the attention of the Association. CONA is committed to ensuring the representation of all constituencies within the APA, including individuals with research experience, clinical experience, policy experience and academic experience. Although there are not predetermined slates this year, expertise would be useful in areas such as competency, long-term care, private practice, academic administration, policy, and diversity issues. Nominations and supporting materials should be sent by September 1st, 2003 to: Deborah DiGilio, Aging Issues Officer, APA Office on Aging, 750 First Street NE, Washington, DC, 20002-4242 or via e-mail at ddigilio@apa.org.

Call for Papers

The *Journal of Educational and Psychological Consultation (JEPC)* is announcing a call for manuscripts and special issues. *JEPC* is an interdisciplinary journal that publishes articles focusing on individual, group and organizational consultation, collaboration, teaming, and interventions. To learn more about *JEPC* visit www.earlbaum.com. Manuscripts or inquiries can be submitted to Emilia C. Lopez, Ph.D., Editor, Queens College, CUNY; Department of Educational and Community Programs, 65-30 Kissena Blvd., Flushing, NY 11367; 718-997-5234; E-mail: lopez@cedx.com.

Adult Development and Aging News

Division 20, American Psychological Association

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