

Adult Development & Aging News

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20 DIVISION

President's Message

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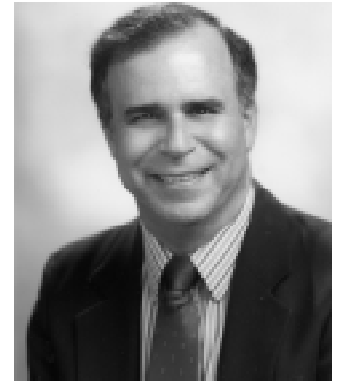
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As I write my first column, we are all struggling to comprehend the incomprehensible horror of the suicidal attacks on the Trade Towers and the Pentagon. Perhaps by the time you read these words, we will have a better understanding of the events and a clearer picture of how our daily lives will be changed by them. For now, however, all we can do is express our grief and outrage and resolve to not let terrorism succeed in undermining the basic values and institutions of our society.

Before moving ahead to consider the future of our Division, it is interesting to note the number of e-mails and the amount of media coverage given to the potential psychological impact of these attacks, especially upon children. The APA and its divisions were quick to disseminate advice about how to assist victims and witnesses to cope with this experience. Similarly, TV commentators and interviewers stressed the need to address psychological trauma (e.g., survivor guilt). Perhaps this is a sign of increased recognition and respect for psychology as a science and practice.

I would like to welcome to the Division's Executive Board several new members and, at the same time, thank last year's Board, especially Roger Dixon who is now Past President, for its valuable services to the Division. **Harvey Sterns** is our President-Elect; **Jacqui Smith** and **Judith Sugar** join the Board as Members-at-Large. **Monisha Pasukpathi** is our new Membership Chair; **Christopher Hertzog** is serving as Elections Chair; **Cindy M. de Frai** is the new Graduate Student Representative; and **Michael Marsiske** is this year's Program Chair. I am looking forward to working with them and the continuing members of the Board.

Perhaps the first challenge and opportunity to face us is the forthcoming **APA Council apportionment election**. Currently, we have one Council Representative, having lost our second seat by a narrow margin in the 1999 apportionment ballot. Divisions the same size as ours were able to win two seats. It is clear that if you give us your votes, we will be able to restore this position, one



Ronald P. Abeles,
Division 20 President

that is crucial to the potential impact of our Division in APA as a whole. Please consider casting all 10 of your votes to Division 20. Usually apportionment elections have low turnout, which means that your votes have the potential for even greater impact on the election results. Please do vote and vote often. Unlike other elections, it is legal to vote ten times for your choice!

As I just noted, Christopher Hertzog, a Professor at the Georgia Institute of Technology, is serving as **Elections Chair**. The responsibility of the Elections Chair is to help identify qualified candidates to run for Division 20 elective offices. This year, we will

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Adult Development and Aging News is edited by Harvey L. Sterns and co-edited by Martin D. Murphy both at the Department of Psychology and Institute for Life-Span Development and Gerontology, The University of Akron.

Deadlines for submissions are:

September 24
February 15
June 1

Please direct mail queries to Adult Development and Aging News, Department of Psychology, The University of Akron, Akron, OH 44325-4301.

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be electing a President, Treasurer, and two members-at-large. One minor change in the election process for Division 20 is a preliminary nomination phase, in which members of Division 20 can nominate themselves or others to run for elective office. Chris requests that nominations be sent to him by e-mail (christopher.hertzog@psych.gatech.edu) or by postal mail (School of Psychology, Georgia Institute of Technology, Atlanta, GA, 30332-0170) no later than **Nov. 15th**. As Chair, Chris will work with the past, current, and elected Division 20 Presidents to identify candidates and to obtain their assent to run for Division 20 offices. Member participation in Division 20 elective office is an invaluable service to our Division and to the profession at large. We encourage members to nominate themselves or oth-

ers for this important opportunity to serve.

You are probably already aware of the changes in the organization of the APA's annual meeting in 2002. In brief, the APA is attempting to make the convention more manageable by minimizing the number of overlapping sessions, creating thematic tracks, and shortening the overall length of the convention. While Divisions will continue to have several hours of programming time, it is unclear at the moment how many hours will be allocated to each Division. It is clear, however, that greater cooperation and coordination among Divisions will be required.

The September 2002 Issue of the APA Monitor included both the Call for Proposals, and a brief article highlighting the extensive changes

to be expected at next year's convention. Michael Marsiske, our Program Chair, is already at work to develop our Division's program and invites your advice and assistance. (See his "call" on p. 7.) Keep in mind the submission deadline for proposals is December 3, 2001.

Finally, we will need to appoint a new editor for this Newsletter, since both Harvey Sterns and Martin Murphy wish to turn over the editorship by August 2002. If you are interested in volunteering, please contact them directly. We are all extremely appreciative of the excellent Newsletter that we have enjoyed because of Harvey's and Marty's efforts. They deserve a rest!

So, we continue the routine of our lives and in so doing thwart the intentions of terrorists.

Note from the Editor and Co-Editor

This is our 5th year as editors of the Newsletter; we feel that it is now time to pass the torch (hand over the mouse?) to others looking for the enriching experience of editorship. If you are interested in editing the Newsletter next year, please contact us. This a great way to serve the Division.

We thank everyone who contributed to this issue of the Newsletter. We encourage division members to send us announcements of general interest for the Newsletter. In addition if you have an idea for a feature article, please contact one of us. We also encourage the submission of short provocative pieces to add some "jazz" to the Newsletter.

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.

The deadline for the Spring issue is February 15, 2002. Please send stuff.

"Ten for Twenty"!! (Please see p. 13.)

Teaching Tips : Virtually Speaking

Susan Bluck, Ph.D.

Center for Gerontological Studies/Institute on Aging and Department of Psychology

University of Florida

I wasn't sure how to react when my first assignment as an Assistant Professor was to be a Virtual Professor, that is, to teach a web-based course in which I would never have face-to-face contact with the students. Mirroring the famous, "But is it art?" I asked myself, "But is it education?" My answer, after virtually teaching the class three times now (maybe not the best N...) is, "Yes, it is education!"

Of course this is not an unequivocal answer. There are many different web-based courses to choose from as well as the option to design your own. I can speak only for the class that I have taught and my tips are based on my experience with that class. I am the virtual instructor for a course that was created by Ageworks, a division of the Leonard Davis School of Gerontology at USC's Andrus Gerontology Center. The University of Florida's (UF) Center for Gerontological Studies/Institute on Aging is able to offer the multidisciplinary course, "Fundamentals of Gerontology," on a pay-per-enrolled-student agreement with USC. USC provides us access to their excellent website as well as technical support for the duration of the 15-week course.

But is it education?

The comparison of online and in-class education is a tricky one, and certainly worthy of debate. No definitive answer to that question will be attempted here. My view is that online courses *can be* just as information-rich, stimulating, and even interactive as traditional

classes *given the right circumstances*. The following tips are based on insights that I have had about what works, and what doesn't, with graduate and undergraduate students who have completed this online course through UF.

The tips

Make sure students have the hardware and software that they need.

Machine and software requirements will depend on the site you are accessing. In any case, wherever or however students register for the class, make sure that **before they register** they are made aware of both the hardware and software requirements necessary for active participation in the class. Hand out a description of the minimum hardware requirements, modem requirements, and word processing and graphics packages necessary for accessing the site and completing the assignments. Of course, all students must also have a reliable, easily accessible, email address from which to send assignments and receive feedback. Making these requirements clear up-front ensures that students will not fall behind or have to drop the class due to technical problems.

A beauty of online courses is that they are accessible to individuals with special needs. I recently had a blind student begin the course with me. In such cases there may be additional equipment and software issues that need to be resolved before the class begins.

Help your students have self-discipline.

Education always requires some self-discipline but distance learning stretches that requirement. The wonderful thing, and the terrible thing, about online education is that you can do it anytime. So, wonderfully, if a student wants to 'take a class' in the middle of the night they can get up

and turn on the computer and do just that. And if they feel they missed something, they can review it the next morning: verbatim, not from class notes of variable quality. Terribly, this also means that a student can always decide that the best time to sign on to the site is.... "tomorrow." In order to help my students, I have provided a lot of structure that encourages self-discipline. My syllabus is clear and definite in setting up deadlines for weekly assignments and I will not accept late assignments. Similarly, exams must be emailed in on time or they are not counted toward final grades. "Incompletes" are given only for emergencies - not for just not getting the work done on time.

If students are kept to a weekly schedule and progress through the online course at a steady pace, I feel they can learn a lot and have fun doing it. If, however, the course is not well-structured, and students sign on for the first time in Week 14 of a 15-week class to begin doing all the assignments.....well, you can imagine the outcome. That's not education.

Encourage student-instructor interaction.

The first thing to say about this is that it doesn't take as much encouragement as you might think!! Or, well, as I thought. One criticism of online education that is bandied about is that the student doesn't really have a chance to interact with the instructor. My guess is that student-instructor interaction may be more a function of class size than it is of traditional versus online classroom instruction. Compared to a small seminar class, online education may provide less chance for interaction. However, in my experience, compared to a large lecture class (e.g., 100 students) online edu-

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APA Presidential Candidates Comment on Aging

Each year, much information is published in the MONITOR ON PSYCHOLOGY regarding the background, interests, and views of the candidates for APA President. Important matters pertaining to APA governance, presidential platform, selected professional issues, and scientific policies are discussed in these pages.

Although certainly of interest to many members of Division 20, these published commentaries typically do not address specifically many topics in the psychology of adult development and aging. In fact, unless we in Division 20 have personal knowledge about individual candidates, we may not even know if their interests overlap at all with the mission of our division.

Accordingly, the 2000-2001 executive committee decided that we would contact all APA presidential candidates and invite them to comment on three simple questions regarding their background and interests in the psychology of aging. In this article, we publish their largely unedited responses to these questions. The questions are:

(1) Please describe briefly your interests and any previous involvement in Division 20. Our members would be interested in knowing if you are a member or fellow of the division and if you have been active in any way in Division 20. Are you involved in other professional organizations devoted to the psychology of adult development and aging?

(2) Please describe briefly any professional or scholarly interest you have in issues related to the psychology of aging. Naturally, we are interested in a wide range of professional activities, including practice, consulting, supervising, research, and teaching.

(3) Is aging part of your platform or agenda for your presidential year? If so, please describe briefly.

Our hope is that all Division 20 members will consider these responses as they formulate their voting decisions. Ballots will be distributed by APA this fall. Whatever your decision, please vote in the upcoming election for APA President.

Roger A. Dixon
Division 20 President (2000-2001)

James H. Bray

Background with Division 20 and the psychology of adult development and aging. My interests include a focus on adult development, although I am not a member of the division. As a family psychologist, I believe that it is essential to look at relationships across the generations to best understand individual development. As chair of the APA Rural Health Task Force and Committee we worked on issues of rural elderly and lobbied for related legislation. In the APA Primary Care Task Force, we worked with Bill Haley around special needs of the elderly in primary care settings. While on the APA Board of Educational Affairs I supported work on adult education. As president, I will continue to support these issues and welcome this Division's advice and council.

Professional and scholarly interest in adult development and aging. One of my long-time scholarly interests is in life-span development and research on the individuation process from adolescence through adulthood. We developed a family measure of adult individuation (Personal Authority in the Family System Questionnaire, Bray, Williamson, & Malone, 1984). Working in primary health care, I take a generalist and life-span perspective in my work with people from birth through death. I teach family physicians and psychology students about adult development and aging issues and consult with them in their inpatient and outpatient practices.

Is aging a part of your platform or agenda for your presidential year? Yes, it is.

Science Issues. It is time to expand funding for psychological science and research on aging as the percentage of our population lives longer. Over 50% of health problems are caused by psychosocial and life-style factors, yet less than 5% of the National Institutes of Health budget is spent on research in these areas. As the NIH budget is doubled over the next five years, it is a propitious time to increase the percentage of the NIH budget for psychological science.

Practice Issues. It is time to expand psychological practice in primary health care settings and enhance our prevention services and interventions. The vast majority of mental health problems are treated by medical providers without the assistance of psychologists. Research indicates that over 50% of major health problems (diabetes,

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heart disease, obesity) are due to psychosocial and lifestyle problems, yet these issues are not effectively addressed by the medical profession. Most of these problems have their greatest impact on the elderly. Psychologists can provide solutions to effectively prevent and treat the major health problems of our nation. I will help APA develop new relationships with our primary healthcare colleagues, working together to solve the pressing healthcare problems of our nation. See <http://www.bcm.tmc.edu/familymed/jbray> for more information.

Kathleen M. McNamara

Thank you for this opportunity to address your Division.

As a general practitioner and neuropsychologist, internship director and supervisor, consultant, recipient of training grants, and invited speaker and workshop presenter, issues of adult development and aging are ever present. It is incumbent upon me to maintain a current knowledge base and clinical skills. Practicing with the diverse Hawaiian population brings an additional obligation. Thus, I completed coursework through the Pacific Islands Geriatric Education Center (GEC), and in subsequent years served as a guest lecturer for this same GEC.

While primarily a practitioner and educator, I have conducted applied research and am presently involved in a multi-site telehealth study of neuropsychological assessment. Since my patients will be mostly elderly veterans of varying ethnic backgrounds from rural settings, the protocol will reflect a research agenda tailored to these issues.

Not only do I work on a personal commitment to the psychology of aging, but grants to train other healthcare workers to appreciate aging's impact expanded the commitment. As Associate Editor, *Professional Psychology: Research and Practice*, I developed a "special package" of articles by experts in aging, addressing competency in aging for the general practitioner (Dr. Norm Abeles served as special guest editor).

Is aging part of my platform? It is addressed in each of my three areas of emphasis. First is promoting each Directorate's agenda through an emphasis on public sector psychologists. Included would be the work of the Division, as well as the Committee on Aging, Office of Aging, and Public Policy Office staff.

Primacy for psychological health care, a full scope of practice, and innovative care make up the second emphasis. Depression in the elderly, overmedication, and prevention become central, not ancillary, issues. Psychology's perspective on technology applies cognitive science, knowledge of adult development, and learning and motivation to achieve a smooth transition in improving health care for a generation which values personal not machine contact, is not computer literate, and may be technologically phobic. Communication between our scientists and prescribing psychologists will enrich the psychologist's prescribing practice, considering the unique issues of aging. Meaningful outcome data is possible, as practitioners and researchers with a common language address efficacy.

Inter-professional projects, seeking creative solutions to future challenges, are a third emphasis. The Division's diverse membership, overlap with other disciplines' interests, and already established alliances make achieving this goal easier.

As President, I would welcome an on-going dialogue with Division 20. Aloha.

Stanley Moldawsky

I am not a member of Division 20. My interest in the issues of aging is primarily as a practitioner who sees many aging patients. Currently there are 6 patients under medicare reimbursement (with AARP back up) in my practice so I am dealing with lifelong problems in relationships as well as those specific to advanced age. The brochure put out by APA under Norm Abeles leadership regarding the problems of an aging population I have found invaluable and I depend on it for guidance.

I teach in a Psychoanalytic Institute and supervise students who see elderly patients. My work spans the life cycle with a heavier emphasis on adult and later years so I consider myself very much involved in the issues Division 20 is concerned with. My presidential agenda has three main parts: 1) to increase our Public Education campaign, 2) to help states enact prescription privilege laws recognizing qualified psychologists, and 3) to enhance minority representation in psychology and in APA governance. Programs to further these priorities will receive my full support. I would certainly appreciate the support of Division 20 and am open to their input. I have the same concerns as Division 20 and will work with them to further their agenda as well.

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Stephen A. Ragusea

I must acknowledge that other than having Mick Smyer as a friend, and sometime business partner, for 20 years, I've had no direct involvement with the affairs of Division 20. Of course, I am a member of the Division of Family Psychology and hold a diplomate in family psychology. Needless to say, the issues of adult development are of major importance to any family psychologist. Throughout my 25 years of work in family psychology, as a clinical neuropsychologist, and in my rehabilitation hospital involvement, I have been acutely aware of the impact of aging on both individual and family functioning. On a personal note, dealing with the issues of aging and death in my immediate family has had a profound impact on my life and on my work as a clinical psychologist.

As Norm Abels communicated so very clearly during his recent tenure as APA president, all of the problems and opportunities related to the aging of America are of greater importance today than at any time in the history of the American Psychological Association. And, as the demographics of America continue to shift, these issues will only increase in significance. I can promise Division 20 members that if elected as president-elect of the American Psychological Association, I will continue to support APA's focus on adult development and aging with vigor and conviction.

Robert J. Sternberg

I am a Fellow of Division 20 and also a member of various developmental organizations, such as the International Society for Behavioral Development. I am committed to the study of lifespan development.

In my career, I have written both theory papers on aging (such as a paper with Cynthia Berg on my triarchic model of intelligence as applied across the adult life span) and data papers on aging (such as another paper with Berg on implicit theories of intelligence at various points in the adult life span and a paper with Todd Lubart on our investment theory of creativity applied through the life span).

Much of my research focuses on lifelong learning and development. In our work on successful intelligence, we have shown that practical intelligence develops across the life span, increasing, on average, across the adult life

span. What's important, though, is not age or experience, but rather, learning from experience. We also have shown that practical intelligence is relatively distinct from the more academic-analytical aspect of intelligence. In our work on our investment theory of creativity, we have shown cohort-matching effects. People tend to judge work as more creative if it emanates from their own age cohort. Thus, to the extent that people are judged as less creative when they are older, it is likely to be in part because many of the judges are younger than they are.

We are now studying wisdom across the life span, using my balance theory of wisdom as a basis for understanding how people use their skills in order to promote the common good by balancing their own interests with those of others and with institutions. I have also done work on the triangular theory of love in which I have studied the nature of love at different points along the continuum of age.

In this work, I have found that certain aspects of love increase in importance over age and others decrease. In particular, aspects that increased were sharing values, willingness to change in response to each other, willingness to tolerate each other's flaws, and match in religious beliefs. Attributes that decreased in importance over time were interestingness to each other, handling of each other's parents, and listening attentively to each other. I have also written about how love stories develop over the life span. I am now studying hate across the life span, both as it applies to relationships and as it applies to genocides.

My published platform has two aspects that are relevant to older people: "Active Promotion of Interests of...Aging Populations...in APA and in Society," and "Fighting discrimination against, and protecting and promoting the interests of, groups that have historically been and that still are subject to discrimination in the United States," which of course includes older people, "and recruiting members of such groups for professional positions and leadership positions in APA." If elected, issues of aging will be key ones in my presidency.

APA Convention Dates

2002	Chicago, Illinois, August 22-25
2003	Toronto, Ontario, Canada, August 7-10
2004	Honolulu, Hawaii, July 28-August 1
2005	Washington, DC, August 18-21
2006	New Orleans, Louisiana, August 10-13
2007	San Francisco, California, Aug. 16-19

Call for Papers -- APA 2002!

The call for papers for the 2002 APA convention in Chicago (August 22-25) was printed in the September APA Monitor. The APA Division 20 call for programs is now online at <http://www.apa.org/convention/>.

As in the past, we would very much like to encourage all Division 20 members to consider submitting program proposals for this meeting. We will be focusing most heavily this year, as last year, on posters and symposia. We would also appreciate suggestions for a small number of "invited speakers".

The submission deadline this year is December 3, 2001. This is *not* a postmark date; they must be received by my office on or before this deadline. Faxed or electronic submissions will not be possible this year. The mailing address for submissions (with additional information for those using courier services) is:

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1329 SW 16th St., Box 103505
Gainesville, FL 32610-3505
(352) 265-8036

E-mail inquiries may be sent to marsiske@ufl.edu.

While we hope that all Division 20 members will consider submitting proposals this year, we also hope that even non-presenters will consider attending. Chicago is an exciting venue for the convention, and a "local arrangements" group is already hard-at-work exploring exciting ways in which we can explore the city together. Attending the convention is also an important way of supporting the division, since future program hours at the APA convention for the Division are, in part, allocated based on the number of Division members attending in the previous year. So, by "voting with your feet", you help increase aging-related content at APA!

Another reason to attend the convention is to experience the many, dramatic changes in the convention's organization this year. You may already have noticed the shortened time frame (3.5 days -- Thursday afternoon through Sunday) for the convention. Details may be found in the September APA Monitor or at <http://www.apa.org/monitor/sep01/conv2002.html>. In summary, however, this year's convention is expected to be "easier" to attend, with all programming held all in one central venue (cutting down on the running around that many of us may have been used to from the past). Starting in Chicago, programming will operate on a new system called "track programming," which will enable workshops, sessions and symposia to reach a wider and larger audience. A track is a block of

programming designed around a theme coordinated by six-to-eight divisions with shared interests. Related tracks will be coordinated so that they do not overlap, and there will also be distinguished speakers, invited by APA, who have been scheduled so that they do not overlap with any other events.

Student Poster Awards

We will again have a competition for best student poster submission. In order to be considered for this award, the student's mentor should include a letter indicating that the paper represents the student's work. Papers may be multi-authored, but the student must be the first author.

The winner will receive \$250, along with a certificate of recognition and a ribbon on his/her poster.

Division 20 History

In 1996, in celebration of Division 20's 50 year history, then-President Susan Krauss Whitbourne organized a group to prepare a celebratory booklet filled with information about the Division's history.

That booklet, updated to the present, is now available on the Division 20 website. It is available as a .pdf document at <http://aging.ufl.edu/apadiv20/d20hist.pdf>. A Microsoft Word version is also accessible through our home page (<http://aging.ufl.edu/apadiv20/apadiv20.htm>).

Michael Marsiske

Division's Guide to Graduate Study updated on-line!

The Division 20 Education Committee has posted the new [Guide to Graduate Study in the Psychology of Adult Development and Aging](http://aging.ufl.edu/apadiv20/div20g01.htm) on the Division's webpage. The web address is <http://aging.ufl.edu/apadiv20/div20g01.htm>.

The 2001 Guide includes academic units providing a specialization in adult development and aging. Data for the programs include titles of courses and seminars offered, number of faculty with a specialization in adult development and aging, psychology specializations integrated with the study of adult development and aging, administrative organization of the program, availability of assistantships and traineeships in the program, practicum, and internship placement opportunities, web addresses, and contact persons for the program.

Manfred Diehl
Co-Chair of the Education Committee

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Student Awards

Margaret Baltes Dissertation Award in the Psychology of Aging

Mara Mather, Ph.D.
Princeton University

Postdoctoral Completed Research Award

Christopher Brady, Ph.D.
GRECC
VA Boston Healthcare System
Stroke risk predicts verbal fluency decline in healthy older men: Evidence from the Normative Aging Study
Mentor: William Milberg, Ph.D.

Completed Doctoral Research

Cecile A. Marczynski, Ph.D.
McMasters University
Aging and Repetition Effects
Mentor: Bruce Milliken, Ph.D.

Doctoral Level Proposed Research

Katherine White, M.S.
University of Florida, Gainesville
Phonological priming of preexisting and new associations in young and elderly adults
Mentor: Lise Abrams, Ph.D.

Completed Masters Research

Tara L. Victor, M.A.
Michigan State University
The role of executive function as a mediator of age-related differences in

free recall memory performance
Mentor: Norm Abeles, Ph.D.

Masters Level Proposed Research

Joshua R. Bringle, B.A.
University of Massachusetts, Amherst
Factors contributing to life satisfaction in early and middle adulthood: a 34-year follow-up
Mentor: Susan Whitborne

Undergraduate Level Completed Research

Adam Sanborn, B.A.
University of New Hampshire
Effects of aging and experience on memory search
Mentor: Liz Stine-Morrow

Awards 2001-- Adult Development and Aging

Carolyn M. Aldwin, Ph.D.

Department of Human & Community Development
University of California, Davis

Professor John R. Nesselroade of the University of Virginia won the Retirement Research Foundation's Master Mentor Award and Professor Iseli Krauss of Clarion University won the Mentor Award this year. Nesselroade and Krauss were chosen on the basis of their stellar mentoring of their graduate and undergraduate students in adult development and aging, as well as their contributions to the field. A total of seven applicants applied this year and we hope that more will apply next year.

Several others were honored as well. Professor Gisela Labouvie-Vief of Wayne State University won the Distinguished Research Achievement Award for her substantial contributions on the interplay between emotional and cognitive development in adulthood. Professor Rebecca Levy of Yale University was presented with the Springer Early Career Award. She has a truly impressive record that would be the envy of many a full professor. Professor Howard Leventhal of Rutgers University won the joint award with Division 38 in Developmental Health Psychology. Prof. Leventhal's invited address was entitled "Gender, Self-Appraisals, Mortality, and Health Care Among the Elderly." Prof. Labouvie-Vief will give her invited address next year at APA.

A new award was instituted this year. The first Margaret C. Baltes Dissertation Award in the Psychology of Aging was awarded to Dr. Mara Mather, who earned her degree at Princeton University and is now at University of California at Santa Cruz. Her dissertation was entitled "Schema Reliance in Source Monitoring: The impact of aging and emotional focus." Finally, a special award honoring his service was presented to Dr. Jared Jobe, a long-time project officer of NIA who recently moved to NHLBI. Dr. Jobe has

been a great help to many of us, and the Executive Committee wanted to honor his special contributions to the field of adult development and aging.

The Retirement Research Foundation also supports student awards for both completed and proposed research. These range from undergraduate to postdoctoral awards.

Six of the 26 student applicants won awards (see p. 9). This is a great way to support future gerontologists, and we hope that more Division 20 members will encourage their students to apply.

The Awards Committee will be proposing a new award to the Executive Committee in November, the M. Powell

APA Division 20 Award Deadlines in 2002

Retirement Research Foundation Awards -- Nominating Letter	March 1, 2002
Distinguished Research Award	June 1, 2002
Springer Award	June 1, 2002
Student Awards	May 30, 2002

Lawton Award for Distinguished Contribution in Applied Gerontology. Check the Division 20 web site later this year for more details, <http://aging.ufl.edu/apadiv20/apadiv20.htm>, as well as on-going information about how to apply for the awards. Deadlines for the various awards are provided in the box above, and we strongly encourage as many people as possible to apply for awards.

The Awards Committee would like to extend our deepest appreciation to the foundations that so generously support our awards, including the Retirement Research Foundation, the Springer Foundation, and the Margaret C. Baltes Foundation. Special thanks to Dr. Ron Spiro, the Division 20 Awards co-chair who handled the mentor awards this year, and to Dr. Leslie Frazer who very capably headed up the student awards committee this year and will continue in this capacity next year as well. Dr. Daniel Mroczek will be assisting her. Ron and I will continue to co-chair the Awards Committee for the coming year, and would welcome any comments or suggestions that you might have. We would especially like to thank all of you who took the time and trouble to review the submissions this year, especially for the student awards.

Retirement Research Foundation Awards:

Master Mentor	John R. Nesselroade
Mentor	Iseli Krauss
Distinguished Research Achievement Award	Gisela Labouvie-Vief
Springer Early Career Award	Rebecca Levy

In Memoriam: Bernice L. Neugarten

Bernice Neugarten, regarded by many as the “grandmother of gerontology,” died in her Chicago home on July 22, 2001; she was 85. Her questions shaped the emerging field of adult development, and she was the master of the phrase that captured the issues. She was one of the first to systematically explore middle age as an interesting developmental period. Her work was always interdisciplinary. She mentored hundreds of students, developed outstanding graduate programs at the University of Chicago and at Northwestern University, and took leadership roles in The Gerontological Society.

Bernice was an integrator and synthesizer – of ideas, programs, and persons. She delighted in the diverse paradigms embodied in the Human Development Program: biological, psychological, and social aspects of normal development from conception to death, in cross-cultural perspective. She was impatient with conventional boundaries of theory and discipline. Her eye was always on the interesting questions: Is development in the second half really different from earlier times? What about age makes a difference? Should social policy be anchored on age or need? How would social systems change as the age distribution changed? How would this affect individual lives at work and at home? Her questions were “large” ones, in scope and importance. One of her enduring messages has been that personal life times are shaped by social and historical happenings – and that individuals select those aspects of social and historical reality that they respond to and thus contribute to shaping history.

Bernice Neugarten created a substantial legacy by nurturing institutions and ideas – and the individuals who created and sustained them. She was the Rothschild Distinguished Scholar at the University of Chicago’s Center on Aging, Health, and Society. She received many honors for her research and teaching, including: the Kleemeier Award from the Gerontological Society of America in 1971 for outstanding contributions to research in aging; the National Teaching Award from the American Psychological Foundation in 1975; the Distinguished Psychologist Award from the Illinois Psychological Association in 1979; the Distinguished Scientific Contribution Award of Division 20 of APA in 1980; an honorary Doctor of Science from the University of Southern California in 1980; and an honorary doctorate from the University of Nijmegen, the Netherlands, in 1988. In 1982 she was given the prestigious Brookdale Award from the Gerontological Society of America for outstanding contributions to gerontology, and in 1987 she was awarded the Sandoz International Prize for Research in gerontology. She was a fellow of the American Academy of Arts and Sciences and was a senior member of the Institute of Medicine of the National Academy of Sciences.

She served as a member of the National Academy of Sciences Committee on the Aging Society.

Dr. Neugarten was a professor of human development at the University of Chicago, directing the Graduate Training Program in Adult Development and Aging there from 1958 to 1980. She was chair of the Committee on Human Development from 1969 to 1973 and the first chair of the Committee on University Women during 1969-1970. She left the University of Chicago in 1980, to build a new program in Human Development and Social Policy in the School of Education at Northwestern University. Later she returned to the University of Chicago where she had been emeritus professor since 1988.



She wrote or edited eight books and over 150 research papers, monographs, and review articles dealing with adult development, middle age, the relations between age groups, and social policy. Among the books were *Society and Education*, *Personality in Middle and Late Life*, *Middle Age and Aging*, *Adjustment to Retirement*, *Social Status in the City*, *Social Policy*, *Social Ethics*, and *the Aging Society*, and *Age or Need? Public Policies for Older People*.

Dr. Neugarten was active in numerous professional organizations and in public service. She has served as president of the Gerontological Society of America and as consultant for several years to the National Institute of Child Health and Human Development. She was a member of the Council of Representatives of APA, the Technical Committee of Research and Demonstration for the 1971 White House Conference on Aging, the Governing Council of the International Association of Gerontology, the National Advisory Council of the National Institute on Aging, and the Federal Council on the Aging. She served for a year as deputy chairperson for the 1981 White House Conference

Neugarten continues on p. 12

Teaching Tips continued from page 3

cation can provide more interaction! What I noticed is that the medium of email takes away any anxiety related to 'approaching the professor' or 'asking a question' that might be seen in a large lecture class. It also makes the professor available 24 hours a day, not only during class or office hours. The student can contact you any time. To use my own time efficiently I put aside blocks of time for answering students' email (instead of actually being available 24 hours a day).

I was impressed with the frequency and depth of interactions I was able to have with students. Aside from various other email exchanges concerning the material, I provided substantial feedback to each student each week on the strengths and weaknesses of the ideas expressed in their assignments. Of course this is only possible with a small enrollment (usually I have had about 10 students). Some people suggest that a benefit of online education is that it can reach hundreds of people at a time. Yes, a website can do that. If a component of the class, as it has been at UF, is to also have personalized weekly student feedback, then class size needs to be capped at, I would suggest, a maximum of 20 students.

Remember that all exams are open-book, open-site.

For the Ageworks course there are required readings from a textbook as well as the readings and exercises on the website. I usually post the exams to the site for at least 2 days before the hand-in deadline, to give students some freedom as to when they complete the exam. Remember that these exams must, of course, be considered completely open-book with full access to the site. I think this is great educationally. If a student doesn't know an answer on the exam, well, they go ahead and look it up (i.e., they learn it). In addition, examination of learned material does not occur under time pressure. Basically, in combination with weekly exercises, this seems like a type of examination that promotes learning.

Here are two things to think about though. First, remember to set your grading criteria to reflect the fact that these are open-book exams with no time restrictions. Students will do much better on assignments and exams than in a classroom where exams are not usually open-book. Second, make it very clear in your syllabus that it is not acceptable in either exams or assignments to cut and paste answers from the website. We have all become very fluent in cutting and pasting!! I think, however, that this is a place where education could be compromised. If students only cut and paste responses instead of actually reading the material and generating their own responses, an important step in their learning and understanding of the mate-

rial has been omitted.

Education: the multi-method approach

In sum, given the right conditions, online education can be satisfying both for the student and the instructor. I mentioned earlier that being a Virtual Professor involved never having face-to-face contact with your students. That may be true during the class, but what I have found is that many students who take the online introductory course get interested in aging. They end up taking my and my colleagues' other aging-related classes, decide to do a minor in gerontology, or volunteer to work in our research labs. That is, many of them get involved with "real" professors in a variety of contexts. My view of education is that the multi-method approach is a good one: online education is a nice complement to outstanding lectures, scintillating seminars, and hands-on experience with research and practice in gerontology.

A Few Resources:

Go to www.usatoday.com/2000/educate/edu003.htm for a USA Today list of websites for learning more about distance learning.

Visit the USC Ageworks site at www.ageworks.com

Email bluck@ufl.edu to get a copy of my syllabus.

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on Aging, then continued as a member of the National Advisory Committee and chair of the Committee on Educational and Training Opportunities. She was an associate editor of the *Journal of Gerontology* and of *Human Development* and consulting editor to several other journals. She played a major role in the development of the Association For Gerontology In Higher Education.

She leaves many students and colleagues who continue to work in her tradition. Her husband, Fritz, died in 1990. She is survived by her daughter, Dail Neugarten, and her son Jerrold, brother Jack Levin, and 3 grandchildren. A scholarship fund has been established at the University of Chicago and a lecture fund has been set up at Northwestern University in her honor.

By Margaret Hellie Huyck
Institute of Psychology, Illinois Institute of Technology

This article includes sections from a biography from M. Storandt and G. VandenBoss (Eds.) (1989). The adult years: Continuity and change. Washington, D.C.: APA.

APA Council Report

Susan Krauss Whitbourne

University of Massachusetts Amherst
Division 20 Representative

As usual, the Council's August meeting at APA contained a packed agenda. The meetings on Thursday and Sunday morning of APA included a number of important and interesting items for our Division's members. I have summarized the major points here, but if anyone has any questions I would be happy to provide more details. At the outset, I would like to emphasize the point that it is essential to return your Apportionment Ballot by the due date of November 30- preferably as soon as it arrives. Please consider helping us gain back our second Council seat by casting "Ten for Twenty" (all 10 of your votes for our Division)!!!

Council Caucuses

There are two Council caucuses of which Division 20 is a member, the Women's Caucus and the Coalition for Academic, Scientific, and Applied Psychology (CASAP). These caucuses meet at the time of Council meetings and work on coordinating votes for issues that pertain to each of their concerns. The Women's Caucus supports women's issues that are relevant to women and is particularly interested in issues of social justice. CASAP works to promote the scientific agenda of APA. In particular, CASAP is attempting to promote the nomination of APA members from Divisions with expertise in particular areas for positions on APA Boards and Committees. I joined the executive committee of CASAP and will be reviewing nominations for these positions with the intention of being able to provide CASAP support for electing these individuals. Council members vote in these elections, not members of APA in general, but anyone can run. I encourage Division 20 members to submit nominations to me or Ron Abeles for any APA Board or Committee.

President Norine Johnson's Report: Psychology Builds a Healthy World

President Johnson's agenda focused on bringing to the forefront in APA, and to the public at large, issues of mental and physical health throughout the world. Her mission was to inform members of cutting edge research, make the public aware of psychology's contributions to health, and promote the mental health of children. In her year as President, Johnson attended the White House summit on early childhood cognitive development. She met with President Bush and was encouraged by the fact that he has placed psychologists in key positions in federal govern-

ment. In May, the membership voted on a change in the APA mission statement; 95% approved the inclusion of health. Another important accomplishment of her presidency was to provide APA expertise to the film "5 Girls," which will be aired on PBS stations in October.

CEO Raymond Fowler's Report

Fowler described several "success stories" within APA. The first is that APA has realized secured notes of \$107 million issued in 1995 and is paying off debts with income from the building. A total of \$17,385,000 has already been paid off. Within 12-15 years the entire debt will be paid off. At that time, the buildings will be worth \$200-300 million (the initial investment was \$8 million, which has actually been entirely returned, so the buildings have not cost APA anything).

The Publication Manual is another success story. The total sales were \$3 million, most of which came from sales of the softcover version. The Encyclopedia of Psychology, was published with Oxford University Press (released in February 2000), and over 4000 have been sold. The total cost was \$1.4 million, but it has produced \$2.9 million in revenue. A side note should be made here. Several members of CASAP are exploring the high journal and e-journal costs to members and will be reporting on their findings at the February Council meeting.

The third success area is TV and the media. The "ACT" (Adults and Children Together) public service announcement against domestic violence earned nearly 10 million in media exposure, all for an investment of a few thousand dollars.

Finally, staff turnover has decreased from 20% to 12%, due to large scale modifications in salary and benefits.

American Psychological Foundation

This is the foundation that exists as a fund-raising organization independently of APA. Dorothy Cantor is the President. She began her term with a campaign intended to raise \$7 million and the net worth currently is \$12 million.

Agenda Items

Six items passed the Consent Agenda (items that are passed with no discussion). One item, a proposal for trauma coordination activities in APA, was removed from the Consent Agenda and placed on hold for two years because there will likely be a proposal to have a new APA division on trauma. The items passed on the Consent

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Agenda included part of a Governance Renaissance Plan intended to develop mechanisms to promote the use of division expertise in APA activities, approval of *Criteria for Practice Guideline Development and Evaluation*, and changes in the Distinguished Professional Contribution award to include outstanding contributions to psychology as a profession, including contributions to the knowledge base of professional psychology, in technical applications in the applied practice of psychological knowledge, and in the use of the knowledge base or the practice base in psychology for the betterment of the general public.

New agenda items passed by Council:

1. Establishment of new divisions such that a Division shall be established whenever one percent or more of the Members of the Association petition for it and Council approves. A two-thirds vote of Council is required for the establishment of a new Division.

2. Changes in the apportionment of seats. The number of seats on Council will be increased to 162 and there will be a new formula applied for the allocation of seats to Divisions and the State and Provincial Associations. Under this new formula, many divisions, including Division 20, would receive 1 additional seat if we receive as many votes as we did in 1999.

3. New Affiliate Category of 2-Year College Teacher was created. In addition, a 6-member committee will be created to handle concerns of this new affiliate category.

4. Resolution on the Death Penalty calls upon each jurisdiction that imposes capital punishment not to carry out the death penalty until the jurisdiction implements policies and procedures that can be shown through psychological and other social science research to ameliorate the deficiencies in the existing evidence on the death penalty.

5. Task Force on Membership Retention and Recruitment. A report was presented outlining the problems in current membership retention and recruitment. One of the primary suggestions of this report was the need to increase identification with the divisions. In addition, increasing student involvement in divisions was regarded as a vital step toward recruitment of new members.

6. Budget. Currently, APA has a deficit of \$500,000, which this year is mainly due to the problems in the stock market. Journal subscription rates were increased even though subscriptions were down to protect the membership from further deficits. In keeping with last year's vote to increase dues by a cost-of-living adjustment, dues will increase

\$7.00 next year.

Here, in detail, is the specific financial forecast for **2002-2004**:

- 1) Strive to attain a net worth goal equal to at least one year's operating budget consistent with Association Rule 210-3;
- 2) Include all net cash flow from building operations in the operating budget as a regular source of revenue (currently, the average net cash flow from building operations is estimated at \$1,000,000 per year during this forecast period);
- 3) Include funding in the operating budget for the Public Education Campaign and the **American Enhancement Initiative** through the forecast period (**2002-2004**);
- 4) Restrict capital expenditures to no more than **\$7,000,000** over the forecast period;
- 5) Continue to reinvest **realized** gains/losses from our long-term portfolio activity (estimated at **\$3,000,000** over the forecast period);
- 6) Continue to subsidize the operating budget with all interest and dividends generated from our long-term portfolio activity (estimated at **\$1,675,000** over the forecast period); and,
- 7) Continue to treat the advance to Square 677 as a loan rather than as an additional capital contribution and limit the loan principal to no more than 10 million dollars.

Once the net worth goals are attained, any number of future actions can be taken including the long-term stabilization of dues; the long-term availability of funds for the development of programs deemed to be of high priority to the membership; further apportionment of building and investment proceeds toward operational expenses, etc.

7. Increased representation of ethnic and racial minorities on Council. Divisions and State and Provincial Associations that send ethnic and racial minorities (Black, Hispanic, Asian/Pacific Islander, and Native American) will be able to have the travel expenses to Council meetings for those individuals reimbursed. This item was the topic of considerable debate, but in the end it was seen as a first step, along with the creation of slates for council elections, to increase ethnic minority representation on Council.

Science Directorate Report

Kurt Salzinger, the new Director of the Science Directorate, reported on the following activities being sponsored by the Directorate:

Grades 8-10 initiative

"Reach Out"- Oct. 17-19 Exploring Behavior Week. School

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Outreach. Members are encouraged to speak at their local schools during this week. A presentation template and instruction booklet are available from APA by going to the web page, <http://apa.org/science/ebw.html> or emailing science@apa.org.

Op-Ed piece initiative

Members are encouraged to write op-ed pieces of 600-1000 words. The Science Directorate and Office of Member and Public Communications will provide advice and assistance. Contact Rhea Farberman, rfarberman@apa.org or ksalzinger@apa.org.

Board of Convention Affairs (BCA)

Bill Howell, Chair of the BCA, announced changes in the programming for the 2002 Convention. The convention will be one day shorter (Thursday-Sunday), due to a conflict with the Meat Packer's Association, which is meeting around the same time in Chicago. Also, divisions will join into clusters that will share programming hours. This is intended to increase attendance at sessions and to increase collaborative and cross-cutting programs, such as invited speakers. The clusters were organized on the basis of responses given by division presidents and cluster representatives regarding the interests of their divisions and a "sociometric analysis" was used to make assignments. Division 20 is in a cluster with Psychologists in Public Service (18), Rehabilitation Psychology (22), Clinical Neuropsychology (40), and the American Society for the Advancement of Pharmacotherapy (55). This is a temporary arrangement and will be reevaluated after the 2002 convention.

APA Priorities

On Thursday afternoon, Council broke up into working groups (on the basis of letters of the alphabet) to discuss the priorities for APA. These include membership, public awareness of psychology, efforts to use psychological knowledge in public policy, diversity in APA, advocacy for psychology, prescription privileges, activities in health psychology, dealing with threats to practice from managed care, providing seats on council for all states and provincial associations (this was already accomplished by the vote on reapportionment), and increasing the use of psychology in the prevention of human problems. The group I was in discussed recruitment and retention, and our discussion included several possibilities such as improving member services. We will be updated on these priorities as they become converted to agenda items in the future.

In conclusion, please let me know if you have questions about this report. Also keep in mind that I can submit

items for the agenda if you have concerns that you would like addressed by APA as a whole. Remember that you can nominate yourself or others for Boards and Committees, and remember "Ten for Twenty!"

Attention Students!

Greetings everyone,

I am your new Division 20 Graduate Student Representative for 2001-2002. One of my important responsibilities is to serve as the contact person for students in the field of adult development and aging. If you have any concerns that you wish to raise, please contact me and I will address these issues at the Division 20 Executive Committee meetings.

I will be organizing a symposium for the next APA convention, which will be held in Chicago. This symposium will focus on issues relevant to the concerns of students and junior professionals. Please send me any suggestions for topics. At the recent San Francisco conference, the student symposium covered issues pertaining to professional development. This symposium, which was organized by Anna-Lisa Cohen, my predecessor, was a great success. A stellar group of speakers attracted a large audience. John Cavanaugh and Susan Whitbourne spoke about teaching and curriculum development. Bob Knight spoke about applied issues. Denise Park spoke about grant writing and research publishing. Many thanks to these participants who gave their time and energy so generously.

I will also be planning a social event for students to be held during the next APA convention. These events (e.g., pizza dinner, wine and cheese party) are typically held at the Division 20 hospitality suite. As the convention will be held in Chicago there will be choice venues that will serve as fun gatherings for us. Let me know of any suggestions you may have for this event. Those people familiar with the Chicago area....any favorite spots that would be appropriate for such a gathering?

I look forward to hearing from you!

Best Regards,
Cindy de Frias
cdefrias@uvic.ca

Division 20 Fellows Nominations

The Division 20 Fellows Committee is inviting nominations for candidates eligible for Fellow status in the American Psychological Association. Fellows of Division 20 are those individuals who are members of the Division and who have made outstanding contributions to the field of adult development and aging. Specific criteria of the Division include:

1. The doctoral degree must include a psychological dissertation conferred by a graduate school of recognized standing;
2. Membership of Division 20 for at least 2 years. However, members of APA who are already fellows of another Division need only be members of Division 20 for one year;
3. At least 5 years of acceptable professional experience subsequent to obtaining the doctoral degree;
4. Evidence of unusual and outstanding contribution in the field of psychology;
5. Evidence of distinguished and scholarly contribution in

the field of adult development and aging. The contribution will ordinarily take the form of published papers or books documenting the candidate's work in empirical research, the development of theory or method, or other scholarly pursuits, but significant organizational or administrative accomplishments in the field may also be considered.

6. Endorsement letters from 3-5 fellows of APA. The strongest cases for nomination include endorsements from 4-5 individuals who are Fellows in Division 20.

The Fellows Committee invites suggestions of names for consideration for Fellow status. Self-nominations are encouraged. All application materials must be completed by January 4.

Please direct nominations or queries to:

Fredda Blanchard-Fields

Professor of Psychology; School of Psychology; 274 5th Street; Georgia Institute of Technology; Atlanta, GA 30332-0170 Phone: 404-894-8903; FAX: 404-894-8905; E-Mail: fb12@prism.gatech.edu

Adult Development and Aging News

Division 20, American Psychological Association
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