

Adult Development & Aging News

Volume 28, Number 2
Fall 2000

20 DIVISION

President's Message

Roger A. Dixon

In this, my first President's message, I am pleased to report that Division 20 is in excellent condition. We continue to be one of the most visible divisions in APA, as well as one of the most diverse and amicable groups of colleagues and friends. In fact, as of the end of 1999, we had over 1700 members, placing us in the top 18 (of over 50) APA Divisions. Interestingly, from 1993 to 1999, our membership increased by about 7%. (More than half of APA's Divisions suffered membership losses during this period.) Along with many of our members, I continue to regard Division 20 as my "home" division in APA. Indeed, it is one of the principal attractions of belonging to APA—and an excellent reason to attend the conferences.

As a division, our status within APA has been enhanced in recent years. Clearly, issues of aging are infiltrating the agendas of a growing number of APA divisions and other groups. For example, in our annual convention programs we regularly co-list events with a widening range of other



Roger A. Dixon, Division 20 President

divisions. Because a healthy and steady proportion of our members attend the annual APA conferences, we should fare well as the long-planned changes in the annual conference are announced.

Because of our diversity, we have vested interests in all the APA Directorates (including Education, Practice, and Science). Our Division is seen as a major resource about aging, and as contacts and allies in many other ways. According to recent APA records, the primary professional activities of our members are almost evenly distributed among education, research, and practice. This diversity is evident at the special social events we organize at the annual conference; a

broad range of members and students convene for conversation and general conviviality. In the past, these events have included large dinners, cruises, and even a visit to a comedy club.

No sooner did we complete a very successful program at the August 2000 conference than we began planning the events for 2001! Tom Hess is hard at work as the program chair for the 2001 conference, to be held in the delightful city of San Francisco (August 24-28). I hope you will be able to attend; the Division's program and events promise to be fascinating and fun.

Finally, I would like to thank the entire Division 20 Executive Committee (EC). Although I have been in this job only since August, I cannot imagine how it could be done without the tremendous and complementary efforts of the dedicated EC members, who are listed elsewhere in this newsletter. Feel free to contact them if you have questions about the activities of their committees. I, too, would welcome your queries or comments at any time. I look forward to a pleasant and productive year.

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Adult Development and Aging News is published three times a year by Division 20, Adult Development and Aging, of the American Psychological Association.

APA 2001 -- Division 20

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:

November 1
February 15
June 1

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Call For Papers

The call for papers for the 2001 APA convention in San Francisco (August 24 - 28) has gone out. Submission information is contained in the September 2000 issue of the APA Monitor as well as at the APA website (<http://www.apa.org/convention/>).

As the program chair for Division 20, I would like to encourage all members to seriously consider submitting program proposals for this meeting. As in most of the recent conventions, the two primary outlets for presentation will be individual posters and symposia. Also, as in the past, we will strive to maintain a good balance of invited and member-initiated symposia.

Submissions must be received by me by December 1 at the following address:

Thomas M. Hess
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Inquiries may be directed to me by phone (919-515-1729) or email (thomas_hess@ncsu.edu).

The Division 20 program at APA has evolved into one of the major venues for presentation of aging-related psychological research, in part due to the active involvement of members both on the program and in attendance. Relevant to the last point, even if you do not plan to submit anything for presentation, I encourage you to consider attending the convention since the program hours allocated to Division 20 are in part determined by the number of Division members attending the prior year's conference. Thus, the time we

have on the program this coming year is related to the number of members attending the 2000 convention in Washington. More members attending means more program hours and more aging-related content at APA.

Student Poster Award

As in years past, Division 20 will also hold a competition for the best poster submitted by a student.

Submissions to be considered for this award should include a letter from the student's mentor indicating that the paper represents the student's work. The paper may be multi-authored, but the student must be primary author.

The winner receives \$250 along with a certificate of recognition and a ribbon on his/her poster!

Note from the Editor and Co-Editor

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. In this issue we condensed some meeting minutes to reduce redundancy.

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 Fall issue is February 15, 2000. Please send content.

Feature Article: Teaching Tips

The Aging Dimension in Undergraduate Psychology Courses: Suggestions for Integration

Susan Krauss Whitbourne
University of Massachusetts
Amherst

The topic of adult development and aging is often the basis for specialized courses within the undergraduate psychology curriculum. However, by limiting the coverage of aging to such specialized courses, both instructors and students are missing a valuable opportunity. The psychology of adult development and aging has many applications throughout the field of psychology as a whole. In courses ranging from physiological psychology to social psychology, there are important intersections with findings and applications on changes in the middle and later years of adulthood. By making these connections to the "aging dimension," instructors can broaden the coverage and relevance of their courses.

The presenters in this symposium each addressed a separate course in the undergraduate curriculum with specific suggestions for integrating the topic of adult development and aging.

Susan Whitbourne discussed Introductory Psychology, showing the many possible intersections between the broad survey of topics covered in this course with research and theory on aging. There are many opportunities to integrate aging as a dimension of the course and ways to make the material accessible and interesting to students in introductory psychology courses.

Each main area of the introductory course can be approached from the

standpoint of the aging dimension by incorporating research and theories in the psychology of adult development and aging as well as social gerontology. In the area of methods, developmental data collection strategies and the problems of generalizing findings beyond college-age populations can be discussed. Within the section on the brain and behavior, there are ample intersections with aging, such as normal changes with age in brain functioning and the use of brain imaging techniques to study dementing diseases in later life. Sensation and perception provide many examples to use for the aging dimension, including normal changes in vision, hearing, balance, taste, and smell. Furthermore, research on "top-down" processes in the area of perception can be examined from the standpoint of the effects of age and experience on viewing the illusions and other perceptual problems. The fields of information-processing, memory, language, problem solving, and intelligence provide excellent opportunities to enhance the course by incorporating aging.

Developmental psychology provides the most clear-cut area for application of material on adult development and aging. Instructors can do a real service to their students by highlighting the latest information on the field in this area, as many texts still present somewhat outdated issues, such as the mid-life crisis and disengagement theory. Along similar lines, personality theories and research provide many potential intersections with aging, such as application of the Five Factor Model to personality in adulthood. Social psychology has many other possibilities for bringing in the aging dimension: attitudes, social cognition, and discrimination in the form of ageism can all be examined from the standpoint of older adults. Finally, abnormal psychology presents many opportunities to include findings and

This article is a summary of a symposium presented at the 108th Annual Convention of the American Psychological Association, Washington DC, S.K. Whitbourne & J. C. Cavanaugh, Co-Chairs

approaches relevant to older adults.

Anderson Smith then presented the application of aging to Cognitive Psychology courses. He pointed out that incorporating aging research into mainstream Cognitive Psychology is an easier task than with many other sub-disciplines of psychology. He conducted a survey of 17 cognitive and memory textbooks and found that there is an already existing representation of cognitive aging research. By contrast, introductory textbooks include only limited focus on aging.

One reason for the "head start" in cognitive aging texts is that contemporary cognitive aging research often directly informs the theories current in cognitive psychology. Phenomena associated with age differences in cognition, and dissociations found when adult age is a variable in cognitive research, provide crucibles for tests of important theoretical ideas. Recent theoretical emphasis on resource allocation, for example, has been developed with much reference to the influence of resource limitations in understanding adult age differences. A second reason is simply the rapid growth of cognitive aging research both in quality and quantity, much of which is conducted by mainstream cognitive scientists and found in mainstream cognitive journals. The fact that many research leaders in basic cognitive psychology (e.g., Craik, Schacter, Hasher, Jacoby) also conduct research in aging increases

Teaching Tips continues on page 12

APA Council Report

Susan Krauss Whitbourne

John C. Cavanaugh

Division 20 Council Representatives

August 2000

The APA Council of Representatives met on August 3 and 6, 2000 during the annual convention. In keeping with longstanding practice, the majority of both meetings dealt with the discussion of financial matters. Although overall APA membership is now over 150,000 (making APA the largest membership professional organization in the world), we face potentially significant financial pressures due to the relative decline in the number of full-dues paying members and the concomitant rapid increase in the number of dues-exempt members. Additionally, APA is greatly understaffed in several key areas. Salary savings help balance the budget, but place more stress on remaining employees, resulting in a high turnover rate. Income from publications (by far the largest source of revenue for APA) has increased only due to electronic publications, not from traditional paper journals. Subscriptions to journals continue to decline.

In order to deal with the pressing financial issues, and to avoid large dues increases every three years, Council voted to tie dues increases to the urban version of the consumer price index. This means that for 2001 the dues increase will amount to \$4.00. Council also discussed the overall financial strategies of APA and reaffirmed the goal of working toward having a one-year cash reserve. (That is, sufficient cash on hand to cover APA's operating budget for one year in the event of a financial emergency. There is precedent for an emergency of this magnitude from the mid-1980s.) Council also approved the preliminary budget for FY2001.

Several issues of specific importance to Division 20 were on the agenda. The Division's nominations for initial Fellow status were approved. Three items pertained to practitioners. The recommendation from CRSPPP for the recognition of Behavioral Psychology as a specialty in professional psychology was approved. The long awaited criteria for evaluating treatment guidelines were finally approved. Unfortunately, the geropsychology training guidelines proposed by Division 20, Section 2 of Division 12, and Division 12 were deferred due to issues raised primarily by Division 42 (Psychologists in Independent Practice). A committee with representation from the various constituencies will meet during the consolidated board meetings in November to hopefully work out a compromise.

On the science front, Council voted to greatly increase funding for the creation of press releases reporting key psychological research. This funding will enable an increase of three- to fourfold compared to the number of press releases currently produced. Additionally, a major academic enhancement initiative was approved as a way to increase the attractiveness of APA membership in the academic community.

In recognition of the need to open membership on Boards and Committees in the APA governance structure, Council voted to create slates of candidates who have not previously served in the governance structure. The Practice Directorate's public relations campaign continues to be highly successful. The collaboration with MTV concerning recognizing warning signs of violence to self and others in teens was especially effective.

The August meeting was the last one at which Division 20 had two Council representatives. Because Division 20 received too few votes in the apportionment balloting last fall, we lost a Council seat for the next two years. The apportionment vote is critical; make sure you cast your 10 votes for Division 20 so that we may regain our second seat in 2002. Division 20 also needs to spread itself out more throughout APA to gain a greater voice in the decision-making process. There are many ways to become involved in APA. If you have interest in being nominated for an APA Board or Committee (see the APA web page for lists), please contact Roger Dixon.

As program chair for the **Aging Technical Group of the Human Factors and Ergonomics Society**, I invite you to consider submitting papers for the 2001 meeting of the society, to be held Oct 8-12 in Minneapolis. We encourage research related to design and training interventions for older adults, as well as more basic research that has implications for improving the daily lives of older adults. The proposal due date is March 19, 2001. The official call for proposals will be available in early Jan. 2001, but a preliminary call for proposals will be available in early Nov. For more information, contact me or the HFES Central Office (PO Box 1369, Santa Monica, CA, 90406-1369; 310/394-1811; fax 310/394-2410; info@hfes.org; http://hfes.org).

Dan Morrow

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Principles of Assessment of Cognition in Clinical Gerontology

Peter A. Lichtenberg, Ph.D., ABPP

There are several core principles of assessment to remember when assessing cognition in older adults:

Principle 1: Age and functioning are not linearly related in clinical settings. In medical settings for example, cases of dementia may be almost as common in younger old (60-79 years) as older-old patients. This is generally because hospitalized younger-old patients represent some of the most impaired individuals in their age group whereas older-old hospitalized individuals reflect the characteristics of the community at large.

Principle 2: Comorbidity in clinical settings must be recognized. Delirium and dementia, as well as depression and dementia are frequently found together. In the past clinical gerontologists have too often attempted to differentially diagnose depression vs. dementia or delirium vs. dementia rather than assess for the coexistence of these disorders. Comorbidity is also reflected in the fact that frailty issues, the coexistence of dysfunction across many systems, plays a more prominent role in functioning than does principal diagnosis. In a recent study (Mast, MacNeill & Lichtenberg, 1999 *Journal of Gerontology: Medical Sciences*) rates of dementia and depression were identical for hospitalized patients with stroke or lower extremity fracture.

Principle 3: Normal and pathological conditions must be distinguished. I advocate an empirical approach. Cognitive assessment must utilize performance-based instruments that can be reliably administered and scored. Cognitive assessment is dependent on the availability of good normative data sets. There has been an explosion of excellent resources in this regard over the past 10 years. Gerontologists must remember to closely match the normative data set with their individual examinee on the basis of age, education, ethnicity and gender.

Principle 4: Utilize brief assessments: Cognitive assessments, or geriatric neuropsychological assessments have often taken 4-8 hours to complete. There are several drawbacks to this approach to assessment including loss of rapport with the patient, patient fatigue, and reimbursement problems. In addition, there are several 45 minute-2 hour batteries which have demonstrated good reliability and validity.

Principle 5: emphasize cognitive strengths, weaknesses and treatment recommendations in assessment. It is increasingly important that cognitive assessment be used

to guide treatment and care management plans, in addition to its usage in the diagnostic process. Treatment recommendations (e.g., implications for independent living, driving, competency, how to structure leisure time) should be based upon empirically supported findings.

Principle 6: Multiple methods of assessment are optimal. In cognitive assessment, self-report of cognitive abilities, performance-based psychometric test results, and the comparison of self-report with performance based results are valuable. Awareness of deficit (or of strengths) is very important in terms of both diagnostic statements and treatment planning.

One pressing need in clinical gerontology is to identify persons who need cognitive assessment and focus the question to be answered. A tool we created, the MacNeill-Lichtenberg Decision Tree (see Archives of Physical Medicine and Rehabilitation, Vol. 81, 618-622) both screens for cognitive problems and assesses the patient's environmental demands. This helps determine whether cognitive problems are likely and helps structure the referral around functional questions (e.g. does the person have the cognitive abilities to continue living alone). The MLDT compares favorably with the MMSE, and improves efficiency, especially in hospital settings. In hospital settings, assessment time was streamlined by 40%, without giving up effective screening.

Division 20 Web Pages

The Division 20 web pages have moved. Please update your bookmarks, and also any links to the Division 20 pages you might have on department/association/course web sites to reflect this new URL address:

<http://aging.ufl.edu/apadiv20/apadiv20.htm>

Division 20 needs everyone's help with updating external links to the Division 20 pages. A quick perusal of any of the major internet search engines reveals literally THOUSANDS of links to our "old" Division 20 web pages. If you come across such now-obsolete links in your net travels, please inform the webmaster/site host about the new Division 20 link.

Please e-mail questions or comments about the web site to Michael Marsiske (marsiske@hpe.ufl.edu).

APA Division 20 and Retirement Research Foundation Awards

Report

Robin West

Institute on Aging & Dept. of Psychology,
University of Florida

I would like to acknowledge the people who have helped with the APA Division 20 Awards program for this last year. Their assistance is very much appreciated: Toni Antonucci, Roger Dixon, Leslie Frazier, Carolyn Aldwin, Mary Ann Stephens, and Ray Shaw. Leslie deserves a special thank you for her competent administration of the Student Awards. It is a time-consuming task but the high quality of the proposals makes it very rewarding! Thanks to Michael Marsiske for keeping the website updated for us. Most importantly, everyone in Division 20 owes a debt of gratitude to the Retirement Research Foundation and its board members, especially John Santos, Ph.D., who has consistently nurtured and supported this program.

I'm also grateful to Tim Salthouse, Elizabeth Stine-Morrow, David Chiriboga, and Margaret Gatz for their detailed reviewing of the submissions for the two mentor awards. Thanks to the generous contribution of the Retirement Research Foundation, we were able to give two mentoring awards. The Master Mentor prize was awarded to Martha Storandt at Washington University in St. Louis, and the Mentor Award was won by Dolores Gallagher-Thompson at the Palo Alto VAMC and Stanford University. Their students commended them for their enthusiasm, networking, publication assistance, and consistent support. Both of them have also made significant contributions to the development of the field, e.g., by building successful training programs.

Leslie Frazier and I join together in thanking all of the reviewers for the Student Awards program. We especially appreciated the thoughtful and detailed analysis that was given to each proposal. Thanks to Lenore Szchuman, Barry University, Lisa Kotary Jenkins, UNC Wilmington, Lise Abrams, University of Florida, John Belmont, University of Kansas, Stephanie Clancy Dollinger, Southern Illinois University at Carbondale, Lisa Connor, Boston VA Medical Center, Kim Shifren, Towson State University, Mary Newman, University of Arizona, Paul Verhaeghen, Syracuse University, JoNell Strough, West Virginia University, Nancy Pachana, Massey University, Marty Murphy, The University of Akron, Sara Qualls, University of Colorado, Colorado Springs, Marilyn McKean Skaff, University of California, San Francisco, Jeff Elias, University

of Nevada, Hajimi Otani, Central Michigan University, Rick Scheidt, Kansas State University, Marilyn Hartman, University of North Carolina, Chapel Hill, Adam Davey, University of Georgia, Elia Femia, Penn State University, Alison Chasteen, University of Toronto, and Carole Holohan, University of Texas Austin. We had a very positive response to our request for reviewers, so we would also like to thank everyone else who volunteered to review, even though we did not send out proposals to all who offered to help. We hope to be able to count on you next year!

With the generous contribution of the Retirement Research Foundation, we were able to give four awards for completed student research, and four awards for student research proposals (see list).

I have just completed my final year as chair for the Awards Committee. I want to thank everyone who has helped this program to succeed, and to say "best wishes" to Carolyn Aldwin (cmaldwin@ucdavis.edu) who will take over the leadership of the Awards Committee this year, with Ron Spiro as co-chair.

Winners

Completed Research Awards

Undergraduate - \$250 — Peter Bruss, mentored by David Mitchell, at Loyola University in Chicago: *The Effects of Aging on Implicit and Explicit Memory: Evidence for Stable and Unstable Memory Systems*

Graduate-Masters - \$300 — Susan Brigman, working with Katie Cherry at Louisiana State University: *Age and Skilled Performance: Contributions of Working Memory and Processing Speed*

Graduate-Doctoral - \$400 — Lisa Belliston, working with Adam Davey at the University of Georgia: *Needs, Resources, and the Nature of Parent-Child Relationships in Later Life*

Postdoctoral - \$500 — Jungmeen Kim, now at Cornell, working with John Nesselrode at the U. of Virginia: *Relationships among Social Support, Self-Concept and Well-being of Older Adults: A Study of Process using Dynamic Factor Models*

Award Winners continues on page 7

Award Winners continued from p. 6

Research Proposals

Graduate-Masters - \$750 — Danielle Gagne, mentored by Liz Stine-Morrow at the University of New Hampshire: *The Impact of Proactive Interference and the Mental Model on Younger and Older Adults During the On-line Reading of Text*

Graduate-Doctoral - \$1250

1) Celinda Reese, supervised by Katie Cherry at Louisiana State University: *Prospective Memory: Contributions of Age, Individual Differences and Metamemory*

2) Deborah Little, working with Art Wingfield at Brandeis: *Age Differences in Recall of Spoken Text: Effects of Schema Development and Rapid Integration*

Postdoctoral - \$1500 — Jennifer Margrett, working with Sherry Willis at Penn State University: *Collaborative training: Partners in Reasoning Study*

Next Year's Awards

Great Teachers Wanted!

Did you find a particular teacher inspiring? Or are *you* a great teacher? Although some students go to college or graduate school already interested in aging, many enter the field because they took a course with a really great teacher who showed them how fascinating the study of aging can be. To recognize and encourage such efforts, Division 20 is offering its Second Annual Teaching Award, worth \$500 and a plaque. Faculty members in universities and four-year colleges are eligible for nomination. Nominate your professor or yourself by March 15, 2001.

We're looking for teachers who have had a demonstrable influence on students in gerontology, who have developed effective teaching methods, have an outstanding performance as a classroom teacher, and have been seriously involved in teaching. For example, the sort of teacher we would like to honor may have sponsored student research projects and presentations at meetings, come up with creative curricula, gets strong student evaluations or has won teaching awards, and perhaps has published on teaching or attended teaching workshops at national meetings.

If you would like to nominate someone, please send me a cover sheet with the nominee's name and address, as well as the nominator's name and address, a vita, letters from 1-2 faculty members and 1-3 students, and a two-

page description of the nominee's teaching philosophy:

Dr. Carolyn Aldwin, Chair, Div. 20 Awards Committee, Dept. of Human and Community Development, University of California, Davis, One Shields Avenue, Davis, CA 95616. More information will be available at <http://aging.ufl.edu/apadiv20/20teachi.htm> or you can contact Dr. Aldwin at cmaldwin@ucdavis.edu.

Retirement Research Foundation to Fund Awards

The **Research Retirement Foundation** has generously agreed to sponsor both the Student Awards and the Mentor Awards again this year. This foundation was established by John D. McArthur in 1978 to support programs, research, and public policy studies to improve the quality of life of older Americans. The Retirement Research Foundation has supported Division 20's Student Awards since 1994. We will shortly be updating the web sites for these awards (<http://aging.ufl.edu/apadiv20/apadiv20.htm>). Currently they fund two separate programs, the Student Awards Program and the Faculty Mentor Program.

The **Student Awards Program** funds awards for both completed research and for research proposals at the undergraduate, graduate/master's, and doctoral/postdoctoral levels. Our purpose is to encourage innovative new research ideas, as well as to facilitate student efforts to build a research program over a period of time. Research on any topic related to psychological issues in adult development and aging is eligible. Awards range from \$250 to \$3,000. This is a *great* way for students either to receive funding for planned research, or to be recognized for completed research. We encourage as many students as possible to apply. Deadline for submissions is May 30, 2001. Contact Dr. Leslie Frazier at frazier@fiu.edu for more information.

The **Faculty Mentor Program** awards effective faculty mentors who have assisted in the development of the next generation of scholars in adult development and aging. The **Master Mentor Award** (\$5,000) will be presented to an established figure in the field who has had a significant impact on the development of careers of students and junior colleagues in the psychology of adult development and aging. However, to encourage the development of mentorship abilities, we also wish to award a more junior person with the **Mentor Award** (\$2,500). This person should have consistently provided support, guidance, and strong direction to undergraduate and graduate students, either at a four-year college or a university. Nomination letters are due by March 1st; completed packets are due by May 4, 2001. Contact Drs. Avron Spiro (aspiroIII@aol.com) or Carolyn Aldwin (cmaldwin@ucdavis.edu) for more details.

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tion will be filled soon. The Committee is beginning the planning process for Older Boulder 3.

Margret Baltes Foundation:

Paul Baltes has suggested a \$1000 dissertation award to be funded by the foundation. The Executive Committee favored the creation of the award. It was decided to have membership vote on it at the Business Meeting.

Adjourned 10:10 am

The **American Psychological Foundation** (APF) is currently inviting nominations for the APF 2001 **Gold Medal awards**. Awards are conferred in four categories: a) Life Achievement in the Science of Psychology, b) Life Achievement in the Application of Psychology, c) Life Achievement in the Practice of Psychology, and d) Enduring Contribution by a Psychologist in the Public Interest. The award includes a gold medal, \$2,000 to be donated to the charitable institution of the winner's choice, and an all-expense-paid trip for the award winner and a guest to the 2001 APA Convention in San Francisco, for two nights and three days.

Eligibility for the Gold Medal awards is limited to psychologists 65 years or older residing in North America. Nominations should indicate the specific category for which the individual is being nominated and should include a statement that traces the nominee's cumulative record of enduring contribution to the purpose of this award, as well as the nominee's current vita and bibliography. Letters in support of the nomination are also welcome. All materials must be sent in one packet and received by APF no later than December 1, 2000.

APF also invites nominations for the APF 2001 **Distinguished Teaching in Psychology** Award. The award recognizes a career contribution to the teaching of psychology. The award consists of a plaque, \$2,000 check, and a two-night, three day, all-expenses-paid trip to the APA 2001 Convention in San Francisco, where the award will be presented. The deadline for nominations is December 1, 2000.

APF provides nomination forms for the award. Nominations should include the form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters of support of the nomination are also welcome.

For additional information or for nomination forms, please contact the American Psychological Foundation by mail, 750 First Street, NE, Washington, DC 20002-4242, phone, (202) 336-5843, e-mail, foundation@apa.org, or access us on the web at www.apa.org/apf.

Division 20 Business Meeting

August 6, 2000

Called to order at 4:10 pm by Toni Antonucci

Awards:

Ron Abeles announced the Best Student Poster Award which went to **Michael Steele** from Utah State University. His mentor is Sylvia Sorenson.

The Mentor Award for this year went to **Dolores Gallagher-Thompson** of the Palo Alto VAMC and Stanford University.

The Master Mentor Award went to **Martha Storandt** of Washington University in St. Louis.

The Springer Early Career Achievement Award went to **Paul Verhaegen** whose research is on age differences in memory and developing a model of cognitive aging.

The division presented an award to **Ursula Springer** for her 30-year history of publishing books and journal in psychology and aging and to show appreciation of her support for Division 20.

Winners of the 2000 student research awards were announced. They are listed on p. 6 of the Newsletter.

Secretary's Report (Knight):

The minutes from the 1999 meeting were presented and accepted.



*Division President **Roger Dixon**, award winner **Ursula Springer**, & Past President **Toni Antonucci** (Thanks to Dave Chiriboga for the photo.)*

Treasurer's Report (Stephens):

The financial health of the Division is good with a \$43,000 reserve. The Division's hospitality suite has been continued for next year.

Program Chair (Abeles):

Thanks to previous chairs for help, Charness, Lachman, Whitbourne. The 2001 Program Chair is Tom Hess.

APA allocated the Division 24 unrestricted hours, two hours for invited addresses, and one social reception hour for use in organizing its program. In addition to these hours, APA made available four hours for use before 9:00 AM or after 5:00 PM. Thus, the Division had at its initial disposal 31 hours. These hours were supplemented through co-sponsorships with other divisions (3, 7, and APA Council on Aging) by four hours, bringing the total number of programming hours to 35.

Six hours were used for divisional administrative and social activities, 12 hours were devoted to invited presentations (i.e., five symposia at 10 hours and two lectures at 2 hours) and the remaining 17 hours supported "competitive" presentations. The Division is also a co-sponsor of numerous other program events for which it did not receive nor donate hours.

On the social side, the Division sponsored a dinner and show with the *Capitol Steps* on Saturday night.

Elections (Sugar): Division 20 was above average in election participation.

Election Results:

President-Elect: Ronald P. Abeles
(Aug, 2000-Aug, 2001)

Treasurer: Elizabeth A. L. Stine-Morrow
(Aug, 2000-Aug, 2003)

Members-At-Large (2): Michael Marsiske, Patricia A. Parmelee
(Aug, 2000-Aug, 2003)

Business Meeting continues on page 11

Business Meeting continued from page 10

Fellows (Blanchard-Fields):

The new Fellows elected this year were:

Cathy L. McEvoy,
Professor
Department of Gerontology
University of South Florida

Cynthia A. Berg
Associate Professor
Department of Psychology
University of Utah

CE Committee (Qualls): The Chairperson of this committee is changing from Sara Qualls to Peter Lichtenberg. New APA/CE rules prohibit co-sponsorship of the type that the Division has done in the past. The Committee is planning that future CE presentations will include Pre-convention CE through the APA-CE Committee process coordinated by a sub-committee. Video materials to be developed by another subcommittee.

Membership (Akiyama):

The report on new members was received just prior to the meeting. The report, as yet unverified, suggests a substantial decline in the number of new members this past year. Hiroko will check on the accuracy of numbers. The Membership Committee will work with Science Directorate on membership drive.

Network Report (Marsiske):

The server was successfully moved to University of Florida. Members should be encouraged to change links on other web pages to reflect new Division web site address.

Newsletter (Sterns):

The issues regarding students receiving the newsletter have been worked out. The deadline for the next issue is November 1.

Student Committee:

Pizza dinner follows this business meeting. Student listserv starting to encourage discussion among student members of the Division.

Minority Task Force (Yee):

Bobby Yee invites people interested in minority issues to

contact her.

Council (Whitbourne):

The Science Directorate is working to increase membership. Public Interest Directorate is starting an advertising effort on MTV on the warning signs of psychological problems. A \$4 dues increase is being planned for this year.

The Council approved a template for evaluation of treatment guidelines. The specialty for behavioral psychology was approved. The guidelines for clinical geropsychology were deferred to February Council so that the objections of some practitioners could be addressed.

Liaisons:

Andy Smith for CONA announced that planning for an Older Boulder 3 conference on training psychologists for work in aging is in the works.

New Awards:

The Margaret Baltes Foundation Award for a dissertation in psychology and aging was approved by the membership.

Leadership Transition:

The leadership passed from Toni Antonucci to Roger Dixon

Adjourned by Dixon at 4:55 pm

Second Biennial Conference "Older Adults, Health Information And The World Wide Web"

SPRY (Setting Priorities for Retirement Years) Foundation, a national non-profit dedicated to older adult education and research, will sponsor its second biennial national conference in cooperation with the National Institutes of Health (NIH). This conference, "Older Adults, Health Information and the World Wide Web," will take place at the Natcher Center on the campus of NIH in Bethesda, MD, February 26 - 28, 2001.

The conference will provide a forum for professionals from a variety of fields to discuss the issues that face older adults as they turn to the World Wide Web for health information and caregiving advice. Conference attendees will include researchers and practitioners in the areas of health, education, technology, aging, and human factors. Attendees will come from government, as well as the non-

SPRY Conference continues on page 13

Teaching Tips continued from page 3

the likelihood of finding discussions of aging studies in the cognitive psychology literature.

Specific areas that instructors can focus on were presented, including age and intelligence, psychometric vs. practical intelligence, age and memory systems, age and long-term memory (including autobiographical) and expertise and skill maintenance. In each of these areas, cognitive aging research not only increases our understanding of cognition and aging, but also directly influences our understanding of cognition itself.

Harvey Sterns, Karen Kopera-Frye, and Richard Wiscott covered the application of aging to social psychology and industrial-organizational psychology. These important areas within psychology have particular relevance to aging in view of present and anticipated changes in the age structure of the population. They identified a number of areas in which aging research can be incorporated into the course material to enhance information both about social psychology and the aging process.

In social psychology courses, Kopera-Frye pointed out that instructors can focus on areas of natural overlap with gerontology, including stereotypes, social cognition and the self, and prosocial behavior and relationships. Stereotypes about aging can be addressed by administering Palmore's Facts on Aging Quiz, using greeting cards as examples of social attitudes toward age, role playing older and younger adults, and asking students to provide self-perceptions of future possible selves. Oral histories can be taken to provide personal reflections by older adults and can be analyzed in terms of social psychological constructs relating to the self and roles. Prosocial behavior can also be studied in older adults through observing them in roles such as custodial grandparents and volunteers.

Sterns provided examples of topic areas and references that are available in aging and industrial/organizational psychology. These include: the aging of the workforce and stereotypes regarding older workers, human factors intervention and workplace design with age-related physical changes and ADA accommodations, training and retraining of older workers, career development and self management of career, maintaining professional competence, and job performance and appraisal. Each of these areas offers important examples of individual differences and provides an opportunity to address life-span development and work.

Daniel Segal then addressed the coverage of aging within

abnormal psychology. This field also has tremendous relevance to aging, as mental health researchers are beginning to broaden their understanding of the causes and treatment of psychological disorders in later life. He pointed out that this course provides an excellent opportunity to educate many people about aging, as abnormal psychology is a popular course in many schools.

He surveyed the leading texts to determine the percentage with significant material on aging. Of 22 texts, 5 devoted a chapter to aging. When aging was discussed, either in a chapter or as a topic within other chapters, greatest attention was given to dementia and related disorders. Depression and anxiety disorders were given the second greatest attention related to aging. Personality and sexual disorders were not discussed at all in terms of aging. There is a strong case to be made for including aging in texts particularly in view of the fact that 12% of older adults have diagnosable mental disorders and 15-25% demonstrate clinically significant psychological symptoms such as anxiety and depression.

There is also a need to combat myths about older adults and to address the problem of under-utilization of mental health services. Moreover, there is currently a disturbing lack of trained professionals and unless new training programs are put into place, by the year 2020, this will become a significant problem given the aging of the population. In terms of topics that instructors can include in courses, options include prevention of mental health disorders, myths about mental health and aging, common geropsychological disorders, stability vs. change in the symptom presentation of disorders, and theoretical considerations with regard to ageism, assessment, and research methods. Case presentations are recommended to enliven classroom discussions about aging and mental health.

Discussant **John Cavanaugh** provided commentary about the presentations in two ways. First, he focused on the many ways in which aging content can be added to core psychology courses. Instructors have two options: they can infuse aging content into each course module, thereby making it a theme throughout the course; or they can create a separate module dedicated specifically to aging issues. Which approach is used depends more on how the instructor wants to organize the course rather than any inherent advantage of either approach.

Second, the dearth of information about aging in most textbooks in core courses was, unfortunately, a common theme across presentations. This indicates a general lack of knowledge about aging among many textbook authors

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as well as a reluctance to “break the mold” and include this important content. Clearly, gerontologists need to pressure authors, instructors, and publishers to include aging content.

The symposium raised a number of challenging issues for instructors who specialize in the psychology of aging to incorporate their expertise into the mainstream psychology courses they teach. As a follow-up to this symposium, the organizers are preparing a volume to be published by APA Books in conjunction with the Division 20 Education Committee. This effort is intended to make the “aging dimension” a vital component of every psychology course taught in the undergraduate curriculum to enhance both the study of aging and the study of psychology as a discipline.

Wish Powel Lawon a speedy recovery!
Send cards and letters to: 3337 Arcola Rd.,
Collegeville PA 19426.

APA Convention Dates

2001 San Francisco, CA, August 24-28
2002 Chicago, IL, August 23-27
2003 Toronto, August 8-12
2004 Honolulu, HI July 30-August 5
2005 Washington, DC, August 19-23
2006 New Orleans, LA, August 11-15

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profit and private sectors.

The aims of the conference are to:

Identify the “state of the art” basic and applied cognitive and behavioral research being conducted to increase the use of computers and the World Wide Web by older adults, their caregivers and health service providers;

Identify the impediments that older adults face as they use the World Wide Web to access health information and make decisions;

Address current issues regarding the presentation of health information to older adults and their caregivers via the World Wide Web; and

Increase knowledge of how to develop local and regional applications of new research findings.

Students!

Hello there,

I am the new division 20 student representative. I am the person that you should contact if you would like to voice any comments/concerns or simply chat about issues pertaining to students in the area of adult development and aging. I will be attending several executive meetings and this is the forum where I can represent concerns on behalf of students. There are several pressing issues that I would like to get your feedback on:

I will be working on organizing a symposium for this summer's APA conference in San Francisco, which is to be focused on issues relevant to students. Last year, it had a professional development/career planning theme. Toni Antonucci spoke about the publication process. Judith Sugar spoke about academic jobs and postdocs. Ronni and Harvey Sterns spoke about careers in non-academic settings. I am interested in receiving any feedback from students as to what they thought about last year's symposium and any suggestions for APA 2001.

Now for another nontrivial issue...social events! I am responsible for organizing at least one student social event to take place during the APA conference. In past years, these events usually involved pizza dinners in the Division 20 hospitality suite. Historically, these social events were not that well attended. I would like to change that and request that anyone who is planning to attend APA this year, let me know what would be most preferred as a social activity. Perhaps a wine and cheese party? Depending on the number of persons attending this event, perhaps we could organize some other type of event off the premises (e.g., restaurant in Chinatown).

Creative suggestions are welcome.

Sincerely,

Anna-Lisa Cohen

University of Victoria; Department of Psychology; P.O. Box 3050; Victoria, BC; Canada V8W 3P5 Phone: (250)721-7533; Fax: (250)721-8929; Email: alisa@uvic.ca

The Division 20 **Graduate Student Listerv** was designed to facilitate communication among psychology graduate students interested in studying aging. More specifically, it is intended that the individuals use the list as a forum to post questions, comments, concerns, or information pertaining but not limited to: (1) research, (2) education, and (3) graduate student life. If you wish to subscribe to the list, please send an email to **Jason Allaire** (<mailto:j.allaire@wayne.edu>).

Division 20 Executive Committee Meeting

At the annual APA meeting in Washington, DC
August 5, 2000

Call to Order 8:10am

Attending: Abeles, Akiyama, Antonucci, Blanchard-Fields, Cavanaugh, Diehl, Dixon, Fingerman, Knight, Lansford, Light, Marsiske, Smith, Sterns, Stine-Morrow, Sugar, West, Whitbourne.

Secretary's Report (Knight):

The minutes of the November, 1999, meeting were distributed and were approved.

Treasurer's Report (Stephens):

The treasury remains healthy with a good reserve. The committee voted to retain the \$500 line for travel expenses for the Distinguished Contribution Award Winner with the understanding that it will be used when the award winner is retired. There was discussion of the Division hospitality suite; the committee voted to continue the suite next year. Members were reminded to encourage use of the suite during the convention. Funding for student programming was continued at \$200.

Program (Abeles):

102 applications were submitted for consideration as part of the Division's program. Thanks to the efforts of 60 volunteers, each submission received at least three independent assessments. Based on these evaluations, six of eleven symposium applications, 65 of 70 poster submissions, and 14 of 21 paper applications were accepted. In addition, four papers were converted into posters, after consultation with the submitters. Ultimately, 89 of 102 submissions were included in the program. Based upon the reviewers' and the Program Chair's evaluations, the Student Poster Award was given to Mr. Michael Steele from Utah State University. He will receive a ribbon on his poster, a framed certificate, and a check for \$250.

The substantive content of the program is broad, ranging from social psychology to neuroscience, encompassing basic research and clinical applications, and addressing career development and teaching issues.

On the social side, the Division is sponsoring a dinner and show with the *Capitol Steps* on Saturday. Fifty-one persons signed up, including eight students. The Division is subsidizing the students at \$27 each and other members at \$2.50 each. The reason for the \$2.50 sub-

sidy is that the *Capitol Steps* had originally quoted a price of \$50 per person, but failed to notify the Division that sales tax would be added. By the time the Program Chair learned this, members were already sending in their checks. On behalf of the Division, Lisa Byrd at the University of Michigan is thanked for handling the members' reservations and checks.

Tom Hess is the 2001 Program Chair.

Elections (Sugar):

Division 20 had an excellent slate of candidates for this year's elections. Our newsletter editors, Martin Murphy and Harvey Sterns, arranged for biographical sketches and position statements from each candidate to be printed in the Division's spring newsletter.

The number of ballots counted for Division 20's elections totaled 435, representing 26.3% of our membership. Although our numbers may seem low, voting in division elections ranges widely—from 7% to 40%—with an average for the 2000 elections of 24.5%.

ELECTION RESULTS

President-Elect: Ronald P. Abeles
(Aug, 2000-Aug, 2001)

Treasurer: Elizabeth A. L. Stine-Morrow
(Aug, 2000-Aug, 2003)

Members-At-Large (2): Michael Marsiske; Patricia A. Parmelee (Aug, 2000-Aug, 2003)

Fellowships (Blanchard-Field):

The new Division 20 Fellows for this year are Cathy L. McEvoy and Cynthia A. Berg.

Education Report (Fingerman & Diehl):

There was discussion of updating the survey on graduate programs, including extensive discussion about placing the survey on the web page. This will be a major project for the coming year.

Science Directorate Liaison:

Science Directorate staff distributed announcements of

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the Directorate's programming at annual meeting. The Directorate is also advertising reasons for scientists to join APA. They are initiating programs in psychology science education and also in legislative advocacy with a focus on health disparities between various groups.

Membership (Akiyama):

The report on new members was received just prior to the meeting. The report, as yet unverified, suggests a substantial decline in the number of new members this past year. Hiroko will check on the accuracy of numbers. The Membership Committee will work with Science Directorate on membership drive.

Awards (West):

There were many high quality nominees for the Mentor Awards. There was also a very good response this year for the student awards. Leslie Frazier organized review process for student awards. In contrast, there were relatively few applications at undergraduate level and at post doctoral level.

The Awards committee recommended that the 2 undergraduate awards be merged into one award and that the post-doctoral award be combined with the doctoral awards. The Executive Committee agreed with this recommendation.

With regard to the awards for teaching psychology in high schools, it was noted that applications have not been numerous. Most teachers are teaching psychology within tightly defined curriculums and to meet specific exams (e.g., for Advanced Placement courses). This would make competition based on curriculum moot.

There has also been limited response to the college teaching awards. It was felt that these may not be advertised enough and that it may not be clear that university faculty are eligible for these awards. It was suggested that awards be increased to \$1000 and also that the award be advertised to Department Chairs.

Winners of the 2000 student research awards were announced (see p. 6 of the Newsletter).

Network Report (Marsiske):

The server was successfully moved to University of Florida. Members should be encouraged to change links on other web pages to reflect new Division web site address.

Newsletter (Sterns):

The issues regarding students receiving the newsletter have been worked out. The deadline for the next issue is November 1.

Graduate Student Committee:

There will be a new chair for this next year. Roger Dixon as incoming President will name the new committee chair.

Council Reps (Whitbourne and Cavanaugh):

The Division lost its second seat on Council by 0.04% of the vote, due to low response to last year's apportionment vote. Members should be encouraged to respond and to cast all 10 votes for Division 20.

APA has been growing slowly, but has now become the largest professional organization in the country.

A key issue before Council is the reorganization of Council to guarantee every state association a Council vote. If successful, this would flip control of council from divisions to the states.

Guidelines in clinical geropsychology came up before Council and were strongly opposed by group of independent practitioners. The Interdivisional Task Force is working with opponents to resolve the issues.

CRSSP approved a specialty in behavioral psychology.

There is discussion in Council concerning financing and budget philosophy, such as the need to keep reserves. Many organizations keep 12 months reserve; APA is currently at 4 ½ months. Some on council want to pare it down further; others want to increase the reserve to 12 months.

The APA staff vacancy rate is at 20%. There is high turnover in part due to below market salaries for DC area.

There is a proposal to peg dues increases to CPI; some discussion of pegging the journal discount to CPI also. All science publishers are under pressure to lower costs; APA is under pressure to make journals available in electronic form only.

CONA (Smith):

Weldon Bagwell, the APA staff person for aging issues is leaving APA. He will be missed. It is hoped that the posi-

Executive Committee continues on page 9

Division 20 Fellows Nominations

The Division 20 Fellows Committee is inviting nominations for candidates eligible for Fellows 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 3.

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
 Harvey L. Sterns, Editor
 Martin D. Murphy, Co-Editor
 Department of Psychology and
 Institute for Life-Span Development & Gerontology
 The University of Akron
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