

Adult Development & Aging News

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20 DIVISION

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President's Message

Toni Antonucci

Dear Colleagues,

We are now midway through a busy and exciting year. We've survived entry into the new millennium. Despite all the hype about the catastrophic events that we were told would mark the turn of the century, we seem to have entered this very special New Year with extraordinarily little mischief or mayhem and quite a bit of pleasant, joyful, though perhaps low keyed, celebration.

The New Year celebrations may have set the tone for the year. The year 2000 looks to be going well. Many of us are involved in a variety of activities — research, teaching, advocacy and service — that bring our field forward in much needed directions. It is not news that the world has started to pay attention to issues that relate to adult development and aging.

Our APA program is now set. Ron Abeles has used his knowledge of our field and breadth of experience to create a well-rounded,

exciting program. While Washington DC gearing up for a presidential election should be interesting enough for anybody, our program will cover as full a range of our division's interests as could possibly be managed. I was truly impressed by the cooperation Ron received when inviting and arranging our invited symposia. No one seems to turn him down. I feel fortunate to bask in his glory. By including a combination of invited and submitted papers as well as especially large poster sessions, our intent was to allow the full range of our membership the opportunity to participate in the meetings. I think you'll agree we've been successful.

Capitol Steps

A word about our social event with the Capitol Steps. While this is a commercial event that we might not promote under normal circumstances, I have to admit I am a big fan of the Capitol Steps. I've heard them in a variety of settings. Several years ago I heard them in



*Dr. Toni Antonucci,
President, Division 20*

DC on their home stage on an evening when Congresswoman Pat Schroeder from Colorado happened to be in the audience. Not only was she in the audience but they actually arranged for her to get up and belt out a number on stage with the Capitol Steps pros! Another time they came to Ann Arbor for a benefit in an old magnificently restored theater. In this very different and certainly less cozy environment, they put on a show that left my stuffiest, most formal colleagues belly laughing in the aisles!

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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.

President's Message*continued from page 1*

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

Please direct mail submissions to Adult Development and Aging News, Department of Psychology, The University of Akron, Akron, OH 44325-4301. Please submit materials via e-mail or on disk to:

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 mmurphy@uakron.edu

I can't wait to see and hear what they have to say this year when the cast of characters includes George W. Bush, Bill Bradley, John McCain, Tipper and Al Gore, Hillary Clinton and Rudy Guliani! In some ways their job will be too easy.

I urge all of you to sign up for this event, especially if you've had a busy year and skipped a few fun things to get work done — treat yourself to this event. Laughter is good for the soul. I am looking forward to a night on the town full of fun and frolic and a really good time.

Division 20 Issues

A few more serious points before closing: I am sorry to report that we just missed maintaining our newly acquired seat on APA Council. Given the importance of our division (I know that sounds more than a little egocentric but who could deny that adult development and aging is a crucial issue for contemporary America, indeed for the world?), I do hope that we

will be able to recapture that seat in the next ballot. To correct this slight misstep it will be necessary for you to designate as many of your votes to Division 20 as you possibly can.

Roger Dixon, our President-elect, and I both attended the APA Leadership conference in Washington DC in January. We were treated to both an education concerning the structure and functioning of APA and to a request for our input concerning directions that our parent organization should be taking. APA is in the process of some major rethinking to direct both their immediate and long-term goals. Our participation in these meetings was both educational and informative and should help us be more effective representatives of our division.

Behavioral Research and Neuroscience

As I mentioned in the last newsletter, several different groups are focusing on the importance of maintaining a balance in the field of adult development and ag-

ing. With the ever-increasing interest in neuroscience some are worried that the policy makers and funding sources are losing sight of the importance of the contribution of all types of psychological and behavioral research. In preparation for a meeting of one of these groups, members were asked to submit a one-page summary of the issues as we see them and to write our page in a manner that would be both understandable and persuasive to Congress. I quote from part of my summary:

"As life expectancy increases and demographics change, we will have more older people than at any time in history. Scientists are frantically trying to find ways to improve the health and well being of these older people. As we find ways to improve their lives, we are also confronted by the reality that we are unable to successfully utilize these discoveries. We may have the drug to cure a disease but we seem unable

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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.

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 Summer issue is June 1, 2000. Please send content.

Feature Article: Teaching Tips

Gregory C. Smith

*University of Maryland,
College Park*

Geropsychologists are frequently called upon to teach an Introduction to Gerontology course at their colleges or universities. This can be both a challenging and exciting task given that the multidisciplinary nature of gerontology not only mandates covering information from diverse fields, but also attracts students from an array of academic majors. Although students in this course are frequently interested in entering the helping professions (e.g., psychology, medicine, social work, nursing), even those preparing for such fields as journalism, law, business, and architecture are increasingly eager to relate gerontology to their future careers. Thus, it is important to ask "What are the fundamental goals of an introductory course in gerontology, and how might they reflect the diversity of both the information to be covered and the career interests of students enrolled in the class?" This article describes a research-oriented group assignment which addresses these goals.

The Goals of Introductory Aging Courses

Hulicka and Whitbourne (1990) identified five major goals for introductory courses in adult development and aging. First, the course should dispense relevant information from a variety of disciplinary perspectives covering the psychological, social, and biological aspects of aging. Second, students' attitudes and values regarding older people and the aging process should be challenged in the hopes of reducing ageist beliefs. Third, the course should extend beyond the college classroom and pro-

vide experiential opportunities to interact with older adults in a variety of settings. Fourth, students should acquire an appreciation of the importance of scientific investigation in gerontology, as well as develop basic research skills. Finally, the introductory course in aging should also foster skills and understanding that will apply to students' future careers.

The last goal is akin to the recommendation of other gerontologists (e.g., Clark, 1994; Richardson, Cooper, Swanson, & Ward, 1995) that the development of interprofessionalism should be a primary concern of gerontological education. This refers to awareness of how professionals from various disciplines contribute to gerontological research and practice by working cooperatively to confront a particular gerontological problem or issue. Clark (1994) suggests that the optimal time to foster interprofessionalism is when students have developed enough professional identity to represent their discipline on a working team, but are not already so bound up in their professional education that they are closed to collaborating with those outside of their discipline. Advanced undergraduate students in an Introduction to Gerontology Course thus represent a promising target population for interprofessional education in gerontology. This goal is also consistent with the belief that developing cooperative and collaborative skills among today's undergraduates will lead to a better prepared workforce for tomorrow (Bruffe, 1993; Johnson, Johnson, & Smith, 1991).

A Collaborative Interdisciplinary Assignment

My graduate students and I have developed an interdisciplinary research-oriented team assignment that addresses each of the goals described above, which is based on the essen-

Gregory Smith received his doctorate in 1983 from the Graduate School of Education and Human Development at the University of Rochester. He is Associate Professor of Human Development at the University of Maryland, College Park where he teaches such courses as Introduction to Gerontology, Promoting Optimal Aging, Aging in the Cultural Context, and Cognitive Processes in Aging. His research is primarily focused on informal caregiving arrangements within aging families, including older parents as caregivers to offspring with lifelong disabilities.

tial principles for cooperative learning in the college classroom recommended by educational psychologists (Johnson et al., 1991). The latter include: Positive interdependence, face-to-face interaction, individual accountability, use of social skills, and group processing. Because comprehensive information regarding the assignment can be found elsewhere (see, Smith & Kohn, 1999; APA Division 20 education website). I will only describe its most essential features here.

We assign students from diverse majors to research teams consisting of five to six students, and each team is given a guiding theme (e.g., "Successful Aging", "Special Populations", "Environmental Design", etc.). Team members must then work collaboratively to identify a more specific problem or issue within the assigned theme while ensuring that the disciplinary perspective of each team member is included. In one semester, for example, the "Special Populations" team investigated the concerns of older heart attack patients. A family studies major explored how heart

Teaching Tips continues on page 12

Candidates: President Elect

Ronald P. Abeles

Biosketch

I am currently a Special Assistant to the Director of the Office of Behavioral and Social Sciences Research in the Office of the Director at the National Institutes of Health. Previously and for nearly 20 years, I was the Associate Director, Acting Associate Director, and Deputy Associate Director for Behavioral and Social Research at the National Institute on Aging (BSR/NIA). My experience as a Staff Associate at the Social Science Research Council (1974-78) for the Committee on Work and Personality in the Middle Years and the Committee on Life Course Development stimulated my interest in life course issues. I have organized several symposia at the annual meetings of professional societies, published chapters, and edited books on various aspects of life-course and aging research, most frequently in regard to the sense of control and to the interface between social structure and behavior. I am the editor of *Life-span Perspectives and Social Psychology* (Erlbaum & Associates, 1987), co-editor of *Aging, Health, and Behavior* (Sage Publications, 1993) and of *Aging and Quality of Life* (Springer Publishing Company, 1994), and am an associate editor of the *Handbook of the Psychology of Aging, Fourth and Fifth Editions* (Van Nostrand Reinhold, 1996 and 2001).

I have held elected offices in the aging sections of the APA and the American Sociological Association (ASA). I am the Chair and newsletter editor of the ASA Section on Aging and the Life Course. I have been twice the Division 20 Program Chair (1990 and 2000) as well as a Member-at-Large of the Executive Committee (1991-1993). I am a Fellow of the APA, the American Psychological Society (APS), and the Society of Behavioral Medicine (SBM).

From 1992 to 1994 I was the Executive Secretary for the Congressionally-mandated Task Force on Aging Research, which prepared recommendations on aging-related research by federal agencies for submission to the Secretary, DHHS, and the Congress. I am a founding member (since 1985) of the Advisory Panel on Behavioral and Social Sciences and the Humanities for the Brookdale National Fellowship Program in Gerontology, a founding member (1996) of and Senior Consultant (1997-) to the Board of Trustees (*Kuratorium*) of the German Center for Aging Research (*Deutsches Zentrum*

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Karen Hooker

Biosketch

Karen Hooker, Ph.D., is Associate Professor of Human Development and Family Sciences at Oregon State University and an Associate Director of the Oregon Geriatric Education Center. She received her Ph.D. in Human Development and Family Studies from Pennsylvania State University in 1985. Previous appointments include Postdoctoral Fellow at Duke University, Assistant and Associate Professor positions in Psychology at Syracuse University, and Director of the Gerontology Program at Oregon State University. She is a Fellow of Division 20 and of the Gerontological Society of America (GSA). She was a member of the Executive Committee for Division 20 of APA from 1992-1999 and has served as Membership Chair and Secretary for the Division. She is now on the Executive Committee of the Behavioral and Social Sciences Section of GSA. Currently Dr. Hooker is serving as a Scientific Reviewer for the National Institute on Aging and is on the Editorial Boards of *Psychology and Aging*, *Journal of Gerontology: Psychological Sciences*, and *International Journal of Behavioral Development*. Her research focuses on self and personality processes in understanding relationships between mental and physical health, health behaviors, family caregiving, lifespan theory, and developmental methods. She has published widely in leading journals and has written several book chapters. Her work on caregiving for people with Alzheimer's and Parkinson's disease has been funded by the National Institute of Mental Health and the Alzheimer's Research Alliance.

Statement

Division 20 has always been my "home" within APA. It is a Division that balances well the science and practice of Psychology to which our organization aspires. As the science of adult development and aging proliferates, and as practitioners increasingly seek the skills for serving older adults, now available through the Proficiency of Geropsychology, it is likely that we will grow as a Division. The Committee on Aging, a newly named standing Committee that reports to the Public Interest Board, is evidence of the recognition of the importance of our field to APA. The strong ties that already exist between Division 20 and APA Offices must continue to be nurtured. Additionally, given that we are likely to gain members who

Hooker continues on page 10

Candidates: Treasurer

Rachel A. Pruchno

Biosketch

My professional career has included experience in both academic and applied settings. Since September, 1999, I have been at Boston College in the position of Research Psychologist. My previous appointment was as Director of the Center on Aging at Bradley University (Peoria, IL). Prior to that I was Director of Research at Menorah Park Center on Aging (Cleveland, OH). After completing my graduate work at Penn State, I began my career at the Miami Jewish Home and Hospital for the Aged (Miami, FL). I later spent eight years at the Philadelphia Geriatric Center (Philadelphia, PA).

For the past 20 years, my research has focused on older people and their families. I have studied a variety of family caregivers, including persons providing care to a spouse with Alzheimer's Disease, grandparents raising their grandchildren, and aging women with chronically disabled adult children. My research has taught me a great deal about the strengths and resilience of some family members, and about the frailties and vulnerabilities of others. My research has been funded by the National Institute on Aging, the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Cleveland Foundation, and the Retirement Research Foundation. I have published extensively.

I currently serve on the editorial boards of the Journal of Gerontology: Psychological Sciences and the International Journal of Aging & Human Development. Previously I served on the editorial board of the Journal of Gerontology: Social Sciences. I review manuscripts extensively for these journals as well as for Family Relations, The Gerontologist, American Journal on Mental Retardation, Psychology and Aging, Journal of Aging and Health, Journal of Applied Gerontology, and Research on Aging.

I have been a member of Division 20 since 1978, and a Fellow since 1997. I have been privileged to serve Division 20 in many capacities, beginning with my term as Chair of Continuing Education (1989-90). I served a three-year term as Executive Committee Member-at-Large from 1990-1992, and was Chair of Student awards from 1990-91. In 1993, I enjoyed the opportunity to serve as Program Chair for the Annual Meeting.

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Elizabeth A. L. Stine-Morrow

Biosketch

Elizabeth A. L. Stine-Morrow is an Associate Professor of Psychology at the University of New Hampshire. She obtained her MS (1981) and PhD (1983) in General Experimental Psychology from Georgia Tech, and was a postdoctoral fellow at the Center for the Study of Aging and Human Development at Duke University (1983-84). She did further postdoctoral work until 1987 at Brandeis University, where she continued as a Senior Research Associate until 1990.

Her research has focused on aging and language processing. Two facets of this research have explored both the cognitive mechanisms underlying age-related loss as well as the strategies that are used to maintain the ability to function in the discourse world. Reports of this research have appeared in Psychology and Aging, Journals of Gerontology: Psychological Sciences, Aging and Cognition, and Experimental Aging Research. She has also contributed to several edited volumes, including as a co-author of the "Language and Speech" chapter in the second edition of the Handbook of Aging and Cognition. She has served as a member of the editorial board for Psychology and Aging (1990-91) and is currently on the editorial boards for the Journals of Gerontology: Psychological Sciences and the International Journal of Behavioral Development. She is also currently serving on the Neuroscience, Behavior and Sociology of Aging Review Committee (Subcommittee B) for NIA.

Service to Division 20 includes the Division 20 Academic Lineage Project for the APA Centennial (1992), Chair of the Student Awards Committee (1994-1998), and co-author of the history of Division 20 which appeared in the Dewsbury Unification through Division series published by APA (Birren & Stine-Morrow, 1999).

Statement

As the membership of Division 20 is well-aware, the demographic structure of the world's population is shifting such that by the year 2030, one-fifth of us will be "elderly." In an election year (particularly, here in NH), it is hard to miss the political dialog surrounding the social change that will be required to accommodate this increase in life-span diversity. For example, we are having to

Stein-Morrow continues on page 10

Candidates: Members-at Large

Jane M. Berry

Biosketch

I am Associate Professor of Psychology at the University of Richmond, and Principal Investigator of a 4-year grant from the National Institute on Aging, "Memory Self-Efficacy and Performance in Adulthood." I obtained my B.A. degree, and then M.A. and Ph.D. degrees as a predoctoral trainee in the Aging and Development Program, in the Department of Psychology, at Washington University. I completed a one-year NIA/NIH postdoctoral training fellowship at the Institute of Gerontology, the University of Michigan, and then spent four years as an Associate Research Psychologist at the Institute for Personality Assessment and Research at the University of California, Berkeley. Most recently (1998-1999), I undertook a one-year sabbatical stint as Visiting Scientist with the Adult Psychological Development section of the Behavioral and Social Research branch at NIA.

I have been a member of Division 20 for over 15 years, and received the Division's dissertation research award in 1987. I served the Division in 1996-97 in the capacity of Program Chair, and have been a consistent presenter at its annual convention since my graduate school days. My research publications have been primarily in the area of memory and cognitive self-efficacy, with additional publications in personality and social psychology. In 1989, I was guest editor for a special issue on memory and cognitive self-efficacy across the life span for *Developmental Psychology*. I have served as ad hoc journal reviewer for *Journal of Gerontology*, *Psychology and Aging*, *Experimental Aging Research*, *Developmental Psychology* (and others), and have served as a reviewer on study sections, small grants, minority dissertation applications, and special emphasis panels for NIA since 1997. I have recently been appointed as a member of the Editorial Board for the *Journals of Gerontology: Psychological Sciences*. My current research interests include the generality of self-evaluations of competence to various cognitive domains, including memory, attention, and intelligence. The focus of my research grant is the mediating roles of memory self-efficacy, strategic and effortful behavior, and working memory capacity to age differences across multiple episodic memory tasks. Two other current collaborations with undergraduate and graduate students at the University of Richmond include a test of the generality of "the Mozart effect" to older adults' spatial intelligence abilities, and a comparison of the attentional deficits of older adults to younger adults who have been diagnosed with Attentional Deficit Disorder (ADD).

Statement

Division 20 is home to psychologists of many stripes who seek to understand and explain aging processes and outcomes. Even as biologists at Harvard question the future of psychology (E.O. Wilson, "Consilience"), the Division has sought to unify its basic research activities with applied and advocacy emphases. The sabbatical period I spent at NIA last year drove home for me the value of interdisciplinary communication and collaboration, while not forsaking specialized research and advocacy efforts. Personality psychologists, biobehaviorists, clinicians, cognitive neuroscientists, and cross-cultural psychologists can pursue similar questions with multiple methods and measures to answer pressing questions regarding health, well-being, and longevity across the life span. I believe that Division 20 can serve a role in cultivating and encouraging cross-disciplinary investigations, and should advocate in public, private, and Congressional sectors for renewed and greater funding for aging research and programs. The Division can also continue its strong history of seeking to establish ties with other divisions of APA, such that aging issues are informed by the broadest spectrum of psychological scholarship and practice.

Rosemary Blieszner

Bioksketch

Rosemary Blieszner, Ph.D., is professor in the Department of Human Development and Associate Director of the Center for Gerontology at Virginia Polytechnic Institute and State University. She is a fellow of the American Psychological Association (Division 20), Association for Gerontology in Higher Education, Gerontological Society of America, and National Council on Family Relations. She recently completed an appointment as the Petersen Distinguished Professor of Gerontology at Oregon State. Her research focuses on family and friend relationships, life events, and psychological well being in adulthood and old age. She has written and edited several books including *Older Adult Friendship: Structure and Process*, *Handbook of Aging and the Family*, *Adult Friendship*, and *Spiritual Resiliency in Older Women: Models of Strength for Challenges through the Life Span*, and has authored over 60 book chapters and journal articles appearing in ger-

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Members-at Large (Continued)

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ontology, family studies, and personal relationships publications. She received Virginia Tech's Alumni Award for Teaching Excellence in 1998, AGHE's Distinguished Teacher Award in 1998, and the Southern Gerontological Society's Distinguished Academic Gerontologist Award in 1996.

Rosemary has been a member of Division 20 since 1976. She was elected Member-at-large in 1993 and served as Education Committee Chair for three years. She has also been a member of the Program Committee (1992-94, 98), invited speaker (1993 conference), liaison to Urban Affairs Initiative (1994-95), liaison to Committee on Women in Psychology (1995-99), and currently is serving as liaison to the Education Directorate.

Statement

The existence of the APA Committee on Aging puts Division 20 in a unique position to offer gerontology expertise to the greater organization through cooperative ventures. I can assist with these efforts by bringing experience in research, teaching, and university governance to bear on the Division's activities and the interface between the Division and other elements of APA. I am interested in working with the Executive Committee members on fostering awareness of aging-related issues in the field of psychology, promoting attention to older adults' needs, and enhancing support for gerontology researchers, educators, and practitioners.

Michael Marsiske

Biosketch

I am currently an Assistant Professor of Gerontology and Psychology at Wayne State University. In that capacity, I serve as Principal Investigator of one of the NIA/NINR-funded field sites of the ACTIVE (Advanced Cognitive Training for Independent and Vital Elders) clinical trial, and I served as the ACTIVE Steering Committee Chair in the 1999-2000 year. My funded research has three major foci: (1) older adults' everyday problem solving abilities, their relationship to basic cognitive and intellectual performance and to functional competence, and the role of social partners in cognitive collaboration (2) the range of modifiability (plasticity) in adults' intellectual func-

tioning, and (3) antecedents (especially sensorimotor) of individual differences in adult cognitive and intellectual functioning. In addition to these topics, I have published a number of articles and chapters related to life-span developmental theory in psychology.

My educational background includes a B.Sc. in Psychology from the University of Toronto. At the Pennsylvania State University, I received both the M.S. and Ph.D. degrees from the Department of Human Development and Family Studies, where I was also a National Institute on Aging Pre-Doctoral Trainee in the Gerontology Center. Prior to my current position, I received a three year post-doctoral fellowship from the Center for Life-span Psychology of the Max Planck Institute for Human Development.

I have been an active member of Division 20 since my post-doctoral days, and I was a student affiliate prior to that. Since 1995, I have served the Division as a member of the Executive Committee, responsible for Network and Internet. In that capacity, I have administered the Division's listserv (which has doubled to over 900 members during this period). I also established and maintain the Division's web site (<http://www.iog.wayne.edu/apadiv20/apadiv20.htm>), and I have collaborated closely with many other members of the Division to ensure that high-quality and current content about the Division is always available.

Statement

From my perspective, Division 20 represents the "state-of-the-art" in a psychological organization along several dimensions. Division 20 is a leader for APA in its communication and dissemination of information, with both electronic and print materials. Division 20 is a leader in terms of the close collaborations it evinces between "scientists" and "practitioners"; indeed the scientist-practitioner distinction was essentially invisible when the Division worked closely with other Divisions to support the establishment of a Clinical Geropsychology specialization. Division 20 is also a leader in its ability to demonstrate the value of multidisciplinary to promote aging science; many of its members are also active members of Linguistics, Cognitive Science, Gerontology, and other Social Science constituencies. Division 20 has been a significant public policy advocate, most recently in terms of its support of APA's Committee on Aging. Finally, Division 20 is also clearly committed to merging the educational and research mis-

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Members-at Large (Continued)

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sions of academic psychologists, and our Education and Continuing Education Committees play key roles in shaping Division 20's professional activities. As a Member-at-Large, I would continue to support each of these collaborative synergies in any way I can, particularly with representation on committees or preparation of other materials as requested by the Division.

Patricia A. Parmelee

Biosketch

Pat Parmelee is currently Vice President for Clinical Outcomes at Genesis ElderCare, Inc., a provider of comprehensive health services to older adults. Before entering industry, she was Associate Director of Research at the Philadelphia Geriatric Center and, more recently, Associate Professor of Biostatistics and Epidemiology at the University of Pennsylvania School of Medicine. She has held visiting faculty appointments in the Departments of Psychology at Kent State University and California State University – Fullerton. Pat's research experience includes roles as Research Associate at the Benjamin Rose Institute, and as Research and Evaluation Manager for the Florida Mental Health Center's Geriatric Residential Treatment Systems. She received the Ph.D. in social psychology from the University of Utah, and did postdoctoral work in Social Ecology at the University of California – Irvine.

Dr. Parmelee is a Fellow of both the American Psychological Association and the Gerontological Society of America. She has served on the Mental Disorders of Aging committee of the National Institute of Mental Health, and on editorial boards of the *Journal of Gerontology: Psychological Sciences*, the *American Journal of Community Psychology*, and *Environment and Behavior*. Pat served Division 20 as Newsletter Editor in 1989 and 1990. She is also active in Division 34 (Population and Environmental Psychology), in which she has held the offices of President, Secretary, and Newsletter Editor.

Pat has published widely on depression and physical health in late life, particularly among very frail older persons. This work spans clinical, environmental and health psychology, and integrates psychiatric and general medical perspectives with more traditionally psychological models of quality of life. Pat's collaborative work in these areas has resulted in successful funding of an NIMH Clini-

cal Research Center and several investigator-initiated research grants.

Statement

The first half of this new century is a crucial time for our field and our division. The "graying of America," now at full tilt, increasingly occupies our minds as individuals and as a nation. As policymakers and service providers struggle to accommodate the changing demographic, Division 20 must carefully position itself to facilitate sound decision-making. We must continue efforts to promote awareness of aging research, practice and policy issues both within and outside APA. It is particularly important that we fortify venues for sharing our knowledge and expertise with legislators, funding agents, healthcare providers, and the public at large. By bringing our clinical and research knowledge directly to bear on political and service delivery issues, we can insure a healthy future for our division and our discipline.

XXVII International Congress of Psychology

Stockholm, Sweden • July 23–28, 2000

The American Psychological Association (APA) intends to conduct a Travel Award Program in connection with the XXVII International Congress of Psychology. APA is joined in this effort by the US National Academy of Sciences, which houses the US National Committee (USNC) of the International Union of Psychological Science (IUPsyS). This program will be based on a block grant that APA hopes to receive from the National Science Foundation (NSF). NSF funding will be used exclusively for scholars working in areas that are central to the NSF mission including: research dealing with the description, modeling, and development of human mental and perceptual processes, learning, reasoning, problem solving, concept formation, memory, attention, and perception.

Applications are due April 28, 2000. For information and application materials, please contact:

Office of International Affairs/APA Travel Grant Award
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Telephone: (202) 336-6025 • FAX: (202) 218-3599
E-mail: international@apa.org

Bulletin Board

Nominations Sought for Division 20 Awards

Division 20 sponsors a number of awards for students, teachers, and professors. While we're not quite in Regis Philbin's league in terms of the amount of money we award, we do seek to get as many people as possible interested in adult development and aging. Award mechanisms are an effective and fun way of doing this.

The only catch is – you need to apply! We should stress that the field is open and thus your chance of winning is very high – much better than the lottery, or even an NIA grant! Please let your colleagues and students know about these awards. We are particularly interested in getting people involved at the high school level, so those of you with community contacts (or children in school) should pass on this information to them.

Here is a list of awards for the year 2000, presented in order of deadlines.

- **Master Mentor** (\$5,000) –
Nomination Deadline 3/1; Final
Deadline 5/4
- **Mentor** (\$2,500) – Nomination
Deadline 3/1; Final Deadline 5/4
- **University Teaching Award** (\$500)
– Deadline 3/15
- **Student Awards for Proposed
Research** – Deadline 5/30
 - Undergraduate (\$500)
 - Graduate/Master's (\$750)
 - Graduate/Doctoral (\$1,250)
 - Postdoctoral (\$1,500)
- **Student Awards for Completed
Research** – Deadline 5/30
 - Undergraduate (\$250)
 - Graduate/Master's (\$300)
 - Graduate/Doctoral (\$400)

– Postdoctoral (\$500)

- **High School Teaching Award**
(\$1,000) – Deadline 6/29

More information about these awards can be found on Division 20's website, www.iog.wayne.edu/APADIV20/APADIV20.HTM/. Or you can contact Robin West at rwest@geron.ufl.edu or Carolyn Aldwin at cmaldwin@ucdavis.edu.

Summer Institute on Aging Research 2000

The National Institute on Aging announces the annual Summer Institute on Aging Research (a week-long workshop for investigators new to aging research) focused on current issues, research methodologies and funding opportunities. The program will also include consultations on the development of research interests. The 2000 Summer Institute will be held July 8 - 14 in Airlie, VA. Support is available for travel and living expenses. Applications are due March 10th. To increase the diversity of participants, minority investigators are strongly encouraged to apply. For additional information and application form, contact:

Office of the Director
Office of Special Populations
National Institute on Aging
National Institutes of Health
Building 31, Room 5C-3531
Center Drive MSC-2292
Bethesda, Maryland 20892-2292
Telephone: (301) 496-0765
Fax: (301) 496-2525
E-Mail: hardent@exmur.nia.nih.gov

Or see the "What's New" section of our WEB Page: <http://www.nih.gov/nia>

Models Of Intelligence For The Next Millennium

Conference Information:

A conference on Models of Intelligence for the Next Millennium, organized by Robert J. Sternberg, Jacques Lautrey, and Todd I. Lubart, and sponsored by APA will be held at Yale University from June 14 to June 18, 2000.

The conference will be organized around four themes on intelligence: reinterpretation of the concept of intelligence within cognitive science, the expansion of the concept of intelligence, the development of intelligence, and the education of intelligence. The invited speakers will come from Europe (England, France, Germany, Holland, Russia, Switzerland), North America (Canada, United States) and Australia. We are inviting posters from interested attendees. We can accommodate a maximum of 60 posters, so if you are interested, please let us know at once.

Registration forms and Poster Submission forms can be found at: <http://www.yale.edu/rjsternberg/conference.htm>. Registration is limited to 130 people.

Please contact Yale University Conference Services at (203) 432-0465 for questions regarding registration, accommodations, and travel. Questions about the conference program and applications for poster submission should be directed to Sai Durvasula at (203) 432-4632.

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für *Altenforschung*, Heidelberg), and co-chair of the German-American Academic Council's project on *Gerontological Research in Germany and the U.S.: Towards Intensified Cooperation and Future Strategies*.

In addition to my duties at the National Institute on Aging, I have worked to foster behavioral and social research throughout the National Institutes of Health. Since joining the NIH in 1980, I have served as the Executive Secretary and Acting Chair of the *ad hoc* NIH Working Group on Health and Behavior. From 1993 to the present I was first the Vice Chair and am now the Chair of its successor, the NIH Behavioral and Social Sciences Research Coordinating Committee. This committee facilitates behavioral and social research across the NIH and makes recommendations to the Director, Office of Behavioral and Social Sciences Research, NIH.

Statement

Clearly scientific, clinical, and policy issues involving adult development and aging will continue to play an expanding role in psychology as a science and at APA as an organization. Fortunately, our Division is blessed with many skilled and dedicated members who willingly bring their knowledge and expertise to bear on these issues. We need to continue to offer guidance and advice to APA through its Directorates, Committees, and Divisions as it addresses issues of an aging society. Moreover, I believe, psychology of aging has much to offer to psychology as a whole. After all, development and aging are core processes of life and should not be viewed as necessarily separate from "basic" psychological processes. The Division should expand its efforts towards better integration of adult development and aging into psychological sciences and practice. In addition, given the nature of aging, the Division can serve as a model of multidisciplinary research with connections, on the one hand, to neuroscience and biology and, on the other hand, to social sciences such as sociology, anthropology, and economics.

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were not trained as "gerontologists first", I would seek to strengthen the educational mission of our Division. We are uniquely positioned to educate policy makers, families, and the media about issues that will increasingly be of interest for all members of our society. Rich and varied expertise resides in the members of our Division and I urge all of us to seek to expand our particular sphere of influence— beyond classrooms, beyond our cadre of scientists, beyond those currently seeking care. I would seek to represent the many facets of adult development and aging and am honored to have been nominated to serve in a leadership role for Division 20.

*Pruchno continued from page 5**Statement:*

As Treasurer, I would look forward to working with the Division 20 Executive Committee to promote aging research, education, and service. Our aging society presents Division 20 with a number of policy-related issues that demand our attention and require us to connect with other divisions of the APA. Division 20's strength within APA is the result of its excellent leadership and dynamic members. I would enjoy the opportunity to build on these strengths and help take Division 20 to a new level of success.

Stein-Morrow continued from page 5

reconceptualize how we manage life and work, how we promote physical and mental health, and how we create livable communities. Behavioral scientists have to be key players if we are to effectively face these challenges. The strength of Division 20 derives in part from the diversity of its membership of researchers, educators, and practitioners to address these issues. As such, we are in a key position to discover, implement, and disseminate information about the societal and individual adaptations needed to optimize functioning through the life span. I would be pleased to act as the Division's treasurer and serve on the executive committee so as to help contribute this mission.

A New Book:

A History of Geropsychology in Autobiography

Edited by James E. Birren and Johannes J.F. Schroots (2000), Washington, D.C.: American Psychological Association.

by **Harvey L. Sterns, Ph.D.**

In reading about others we learn about ourselves. "The purpose of this book is to present the history of geropsychology in the words of many of the pioneers who developed research, scholarship, and educational programs in the subject during its formative phase." (p.1) This book describes the development of careers, personal experiences, challenges and satisfaction resulting from the contributors' life experiences. James Birren and Johannes Schroots in other contexts have talked and written how important autobiography is to the personal understanding of the writer. They do this themselves and at the same time provide an opportunity for 20 others to share their life experiences. Please see the listing in the box at right. Each is very worthy to be included in this volume.

I found that even for close colleagues, whom I have known for over 30 years, there were new insights and an opportunity to appreciate each of them in new ways. Many stated their lack of comfort in doing this autobiography assignment, and yet in their own individual way, each has presented us with unique insights into their personal lives and their professional journey. Some write from the perspective of being fully involved in their career at the present time and others have been retired for many years.

This is a wonderful step in documenting the history of our field. Upon reflection, I could think of at least 14 other pioneer individuals and more than 20 other second generation individuals who are worthy of the same opportunity to present their autobiographies. I hope that the opportunity will be extended to others. Drs. Birren and Schroots have made a splendid contribution to the history of geropsychology. Thank you to the contributors for sharing with all of us.

Autobiographies by:

Paul B. Baltes, Max Planck Institute for Human Development, Berlin

Eva Beverfelt, NOVA, Norwegian Social Research, Oslo

James E. Birren, UCLA Center on Aging

Jack Botwinick, University City, MO

Dennis Basil Bromley, The University of Liverpool

Fergus I. M. Craik, University of Toronto

James L. Fozard, Morton Plant Mease Health Care, Clearwater, FL

Margaret Gatz, University of Southern California

Elsie Harwood, St. Lucia, Queensland, Australia

Irene Mackintosh Hulicka, Buffalo, NY

Robert Kastenbaum, Arizona State University

Nathan Kogan, New School for Social Research, New York

Gisela Labouvie-Vief, Wayne State University

M. Powell Lawton, Polisher Research Center, Philadelphia

Gerald E. McClearn, The Pennsylvania State University

John R. Nesselroade, University of Virginia

Timothy A. Salthouse, Georgia Institute of Technology

K. Warner Schaie, The Pennsylvania State University

Johannes J. F. Schroots, Free University Amsterdam

Joel Shanan, Kfar Saba, Israel

Hans Thoma, Bonn, Germany

Lillian E. Troll, Alameda, CA

Teaching Tips *continued from page 3*

attacks affect late-life marriages, whereas a pre-physical therapy student examined older patients' participation in cardiovascular rehabilitation programs. Other teammates likewise investigated issues related to older heart attack patients, each from the unique perspective of his or her major or intended profession.

The next step of the assignment is for students to conduct a literature review on the content area of their individual topics, which requires them to search major books and journals within their respective disciplines. The readings that students identify not only serve as the foundation for the specific research questions that they choose to address at the individual level, but are also used by students to create interviews that are conducted with three older adults and one professional from the student's field of interest. These interviews provide students with the opportunity to (1) address the research questions identified from their literature review; (2) interact with older adults in novel settings to hear their views on the topic at hand; and (3) meet and observe professionals from the field that the student hopes to enter.

At the end of the semester, each team submits a written report containing the team's collective interpretation of its guiding theme; the individual reports of each member's own research findings; and an interprofessional synthesis of the collective findings. This synthesis requires the team to reach a consensus regarding directions for future research, practice, and policy. Each team must also give an in-class presentation of its major findings and conclusions, which permits students to see the results of interprofessional collaboration for teams other than their own.

Effectiveness of the Assignment

Evaluations completed by students have consistently revealed the success of the assignment both in addressing the basic goals of gerontological education and adhering to the principles of collaborative learning (see, Smith & Kohn, 1999). Most importantly, the assignment appears to temper ageist beliefs, as exemplified by such comments as, "I didn't realize how interesting older people could be!". We have also found that demands on the instructor's time are minimized by meeting with teams rather than with individual students, and that this is greatly facilitated by presenting ample written guidelines at the beginning of the semester. The success of this assignment supports the belief that the number and type of experiential activities that may be combined with classroom instruction in undergraduate aging courses are limited only by the instructor's creativity and willingness to implement them (Hulicka & Whitbourne, 1990).

Education Committee & Teaching Tips

In this issue, the Education Committee introduces a new feature column in the newsletter, Teaching Tips. This column provides pedagogical ideas of interest to instructors of courses in adult development and aging. Teaching Tips focuses on innovative activities, instructional approaches, and reviews of materials that have proven to be useful in teaching students about the psychology of adult development and aging.

If you are interested in submitting your ideas for this column, please contact:

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 Human Development & Family Studies
 110 Henderson, Bldg. South
 University Park, PA 16802-6504
 Phone: (814) 865-2656 Fax: (814) 863-6207
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Manfred Diehl
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 Department of Psychology
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 Colorado Spring, CO 80933
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 E-mail: mdiehl@mail.uccs.edu

References

- Bruffee, K. A. (1993). Collaborative learning: Higher education, interdependence, and the authority of knowledge. Baltimore, MD: Johns Hopkins University Press.
- Clark, P. G. (1994). Social, professional, and educational values on the interdisciplinary team: Implications for gerontological and geriatric education. Educational Gerontology, *20*, 35-51.
- Hulicka, I. M., & Whitbourne, S. K. (1990). Teaching courses on the psychology of adult development and aging. In I. A. Parham, L. W. Poon, & I. C. Siegler (Eds.), ACCESS: Aging curriculum content for education in the social-behavioral sciences (pp. 1-37). New York: Springer.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). Active learning: Cooperation in the college classroom.

Teaching Tips *continues on page 13*

Enhancing Outcomes In Women's Health: Translating Psychosocial and Behavioral Research into Primary Care, Community Intervention, and Health Policy

The American Psychological Association will convene the third interdisciplinary conference on women's health. The conference, *Enhancing Outcomes in Women's Health: Translating Psychosocial and Behavioral Research into Primary Care, Community Interventions, and Health Policy*, will be held at the Hyatt Regency Washington on Capitol Hill in Washington, DC, on October 4-6, 2001, with Continuing Education Workshops held on October 3, 2001, and during the conference.

Conference Objectives:

- Highlight state-of-the-art psychosocial and behavioral research in women's health.
- Identify evidence-based approaches in women's health that translate psychosocial and behavioral research into primary care, community interventions, and health policy.
- Identify research that critically examines the current systems and structures for health care delivery to women, and models that promote patient-provider communications, support behavior change, and improve service delivery.
- Showcase multi-disciplinary approaches in women's health, particularly those that synthesize psychology and the other social/behavioral sciences, medicine, nursing, and public health.
- Identify clinical and community-based interventions that tailor information to the unique needs of diverse women, including age, socioeconomic status, ethnicity, risk status, sexual orientation, marital/relationship status, and rural/urban community context.
- Highlight models that effectively communicate scientific findings in women's health and their implications for prevention, early detection, and treatment.
- Identify effective psychological and behavioral interventions implemented in women's health care settings that reduce psychological distress, improve quality of life, and improve disease outcomes (e.g., arthritis, cancer, cardiovascular disease, diabetes, autoimmune diseases).

Teaching Tips continued from page 12

Edina, MN: Interaction Book Co.

Richardson, J. A., Cooper, B., Swanson, L., & Ward, M. (1995). Interprofessional education in gerontology: A problem-based model. *Gerontology & Geriatrics Education*, *16*, 37-49.

Smith, G. C., & Kohn, S. J. (1999). An interdisciplinary team research assignment for use in an introduction to gerontology course. *Gerontology & Geriatrics Education*, *19*, 77-91.

APA Convention Dates (from APA.org)

2000 Washington, DC, August 4-8

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

- Highlight research that addresses the role of mental health, especially depression, in the risk, onset, course, and outcome of chronic and life-threatening illnesses affecting women.

Send requests for Call for Papers, Registration and Information to:

Wesley B. Baker, Conference Coordinator
 American Psychological Association
 750 First Street, NE
 Washington, DC 20002-4242
 Tel: 202-336-6124 Fax: 202-336-6117
 Email: wbaker@apa.org

Advance Registration (by 8/15/01): \$300 regular attendees/presenters, \$200 students; Late/On-Site Registration: \$375 regular attendees/presenters, \$250 students.

Official Conference Website: <http://www.apa.org/pi/wpo/whc3/whc3.html>

Presidential Campaign and APA 2000

Ronald P. Abeles
Program Chair

Bradley vs. McCain? Experience the Gore of the Presidential campaign at the *Capitol Steps* in Washington this August. It won't be a Bush league event! The *Capitol Steps*, the only group in America that attempts to be funnier than the Congress, is a troupe of current and former Congressional staffers who monitor events and personalities on Capitol Hill, in the Oval Office, and in other centers of power and prestige around the world and then take a humorous look at serious issues while providing a nationwide laugh for millions (www.capstep.com). Watch this space for how to make your reservation for this once in a millennium satirical show and dinner!

While you're in Washington, drop by the annual convention of the APA and take in the Division 20 Program. Hear Toni Antonucci's presidential address (no, she isn't running for the US Presidency...yet), Dave Arenberg's Distinguished Contribution Award lecture, and invited presentations by John Cacioppo and Richard Schulz.

See two mammoth poster sessions and two paper sessions. Attend eleven (count them!) symposia, including one honoring Margret Baltes. Marvel as leaders in the field predict the future of psychology of aging. Book the Division 20's hospitality suite, where you can relax, hold meetings, and attend student-related gatherings.

Come to Washington on August 4-8, 2000!

Continuing Education

Division 20 is co-sponsoring the following CE training opportunities. Many of the presenters at these conferences are members of Division 20. Look for one near you!

"Psychologists in Practice: Meeting the Mental Health Needs of Older Adults and Their Families" in San Diego, CA on 3/24/00. Co-sponsored with American Society on Aging. Contact: Emily Franks, 415-974-9632.

"Fostering Vitality: Aging in the New Millennium" in Colorado Springs, CO on 4/7/00. Co-sponsored with University of Colorado at Colorado Springs and a Geriatric Conference Committee. Contact: Sara Honn Qualls, 719-262-4151.

"Issues in Aging: Alzheimers and Dementia, Aging and Developmental Disabilities, and Geriatric Assessment" in Detroit, MI, May 15-17, 2000. Co-sponsored with Wayne State University. Contact Janice Freytag, 313-577-1180.

For information on co-sponsoring a CE activity with Division 20, visit the Division 20 web site or call Sara Honn Qualls at 719-262-4151.

President's Message continued from page 2

to get people to take their medications, we may know that diet reduces heart disease, but we cannot get people to change their eating habits, we know exercise improves life long health [defined inclusively as physical, mental, social and cognitive health], but we are grossly unsuccessful in getting older people to engage in a reasonable exercise program."

I truly believe that our goal of achieving maximal well being for older people will be best achieved by the cooperation of all branches of our science. Divided we may achieve small and singular successes but it is through cooperation and interaction that we will best address all the needs of our elderly and the people who care about

them. We have many battles to win. Let's fight them together.

Final Words

I look forward to seeing you at the meetings in Washington. Part of our program will include reports from the various conferences and committees that are focused on addressing some of the most pressing problems we now face. We'll get an update on what we've accomplished thus far and what are both the immediate and long-term goals we need to address. See you there!

Managed Care Litigation

From the APA Practice Directorate

Have any of you have noticed the publicity being given in recent weeks to some class action lawsuits being brought against managed care companies? These cases are being brought by high-powered law firms. Psychology has been way ahead of the curve on this one.

As many of you are no doubt aware, the Practice Directorate of the American Psychological Association (APA) is pursuing an exciting agenda of legal test cases, in conjunction with several state psychological associations (SPAs). These cases are standing up in courts of law for the rights of psychologists and the public who seek our help. They are progressing very nicely, against major obstacles. But they will require additional resources in order to be optimally successful. You are encouraged to read about them, and then to contribute what you can to help support the continuation of this valuable effort.

These test cases are designed to shift the responsibility for clinical decision-making away from managed care bureaucrats and back to health care professionals and consumers, where it belongs. They have been carefully chosen to help ensure that managed care companies are held accountable for their decisions that directly affect patient care. They stand to benefit both patients and psychologists who are involved with managed care by establishing solid precedents in the legal system.

Some of you may have attended the Practice Directorate's town hall meeting at the APA convention this August in Boston. If you did, you heard Russ Newman, PhD., JD, APA's Executive Director for Professional Practice, give an enlightening speech on legal accountability and describe the three ongoing legal test cases and the possibilities of pursuing a fourth case. A panel of legal heavyweights, moderated by Court TV's Arthur Miller, followed Russ' presentation with a lively and informative exchange of views. Some psychologists in attendance commented that it was the best program of its kind that they had ever been to. And elsewhere in Boston, representatives of the state and provincial psychological associations and APA Practice Divisions participated in a discussion of the test case agenda at a special meeting with the Committee for the Advancement of Professional Practice and the Practice Directorate.

In a nutshell, here is a description of the three ongoing legal test cases:

• *New Jersey Psychological Association v. MCC Behavioral Care, Inc.*: This case was filed by the NJPA and seven individual psychologists in late May 1996 claiming that MCC frequently retaliates against health care professionals who utilize too many sessions, or who advocate for more sessions for their patients than MCC wants to pay for. MCC routinely terminates such "not managed care compatible" psychologists from its provider networks by invoking the "no cause" termination clause in its contracts. The plaintiffs argued that MCC's actions violate public policy, breach agreements with its providers, are fraudulent, and harm both patients and health care professionals. In a significant preliminary victory, the case survived summary judgment and is in the discovery phase. The judge analogized the type of managed care organization (MCO) retaliation against panel providers to that of a wrongful discharge in an employer-employee "whistleblower" case.

• *Virginia Academy of Clinical Psychologists v. Blue Cross/Blue Shield, et al.*: In this case against BXBS and its behavioral health subcontractors, VACP, six psychologists, a patient and a subscriber are attempting to expose the way in which managed care interferes with treatment decisions in order to protect the financial bottom line, resulting in the sacrifice of quality patient care. Specifically, BXBS sent a letter to the psychologists on its panel significantly reducing their fees in violation of provisions of their contracts. BXBS made it clear that this was a "take it or leave it" proposition - either accept the reduced fee or resign from the panel. VACP is alleging that this action was an attempt by BXBS to pare down its network after having promoted to its purchasers and patients a large, stable panel of psychologists. VACP also alleges that BXBS compounded the problem by fraudulently misrepresenting to the psychologists what their rights were under the contract. This case has survived a motion to remove it to federal court in an attempt by BXBS to hide behind the ERISA shield. It will now be heard in state court, which provides more extensive remedies.

• *California Psychological Association v. Aetna U.S. Healthcare*: Last fall, CPA, two psychologists and two patients, filed suit against Aetna and two of its subcontractors alleging that they are engaged in false advertising and other unlawful business practices. Specifically, Aetna promotes a plan that offers to provide between 40-60 mental health care sessions annually. When subscribers attempt to use the plan, however, the managed care company managing the benefit claims that the benefit is limited to a three to five session "crisis intervention." CPA also argues that the managed care company

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is making treatment decisions by replacing psychotherapy with a limited crisis intervention and interfering with the psychologists' professional judgment. This case survived a motion to remove the case to federal court based on ERISA, a motion to dismiss, and a motion to eliminate the two subcontractors as defendants.

In addition to these cases, the Practice Directorate is actively researching several other possible fact patterns and intends to file more test cases as the appropriate circumstances unfold.

In bringing these cases, our profession's leaders have been years ahead of the big name law firms who are now joining the fray. We welcome them to the battle because every effort counts. But unlike the new cases, the Practice Directorate/SPA test cases are putting psychologists and our patients front and center. Unlike the new cases, the Practice Directorate/SPA test cases are not funded by deep pockets. They need our ongoing support. CAPP and the Practice Directorate have allocated major financial and personnel resources to fund this important initiative. However, as you know, the costs of litigation are

enormous. If you have not already done so, please help by supporting this effort and giving generously to the Practice Directorate's Test Case Legal Fund. For more information about this fund and how you can contribute, call the Practice Directorate at (202) 336-5800.

Division 20 Web site

Are you interested in graduate or undergraduate syllabi, textbooks, or movies? Do you need an e-mail address for someone in the Division? Are you looking for a job, or an old issue of the Division Newsletter?

Visit the Division 20 web page!

It really is good. The page is located at <http://www.iog.wayne.edu/apadiv20/apa div20.htm>. It is hosted by Wayne State University; Michael Marsis and his group maintain the page.

Adult Development and Aging News

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