

Adult Development & Aging News

Volume 29, Number 3
Spring 2002

20 DIVISION

President's Message

A Perspective on Behavioral and Social Research at the NIH

Over the past few years, the National Academy of Sciences has convened six committees to address issues relevant to behavioral and social sciences research supported by the National Institutes of Health (NIH), including the National Institute on Aging (NIA). These reports are already shaping broad priorities as well as specific funding initiatives. They do not portend any radical departures, but rather confirm and encourage current priorities for behavioral and social research. The overriding conclusion reached by the committees is that the understanding of behavioral and social processes is fundamental to elucidating disease etiology and to promoting health. Of particular relevance to Division 20 are perhaps the following four priorities, although all ten have some relevance. (For a summary, see <http://obssr.od.nih.gov/publications/NRC-reports.htm>.)

- Research on health and disease must be interdisciplinary, encompassing multiple levels of analysis and integrating across levels.



Ronald P. Abeles,
Division 20 President

- Behavioral and social sciences research on issues related to health and disease should adopt a lifespan approach.
- Support research on interventions to promote health.
- Focus on the factors underlying good health, as well as disease.

I would like to dwell a bit on the first bullet encouraging interdisciplinary research. While disciplinary research will continue to be the foundation for the majority of research supported at the NIH and elsewhere, clearly the trend is towards research crossing disciplinary boundaries, which demands either multi-talented individuals and/or multi-disciplinary research teams. Mostly whenever psychologists think of interdisciplinary research, we look

“down the causal chain” over the boundary with the biological sciences. This can be seen, for example, in the increasing numbers of behavioral research projects incorporating neuroscience concepts and tools (e.g., imaging devices like fMRI) to link our “hypothetical” constructs (e.g., cognitive reserve) to “more empirical” biological structures or processes. However, this call for interdisciplinary research also encourages us to look over our shoulder “up” the causal chain towards the social sciences and their concepts and tools (e.g., socioeconomic status, cultural belief systems; survey research). Most recently a dozen NIH Institutes and Centers encouraged greater use of social science in understanding health and disease (Social and Cultural Dimensions Health, *NIH Guide to Grants and Contracts*, December 21, 2001). Interestingly, biological measures are now being included in these social science studies. Often, but not always, psychological or behavioral concepts and processes provide the bridge between “social facts” on one side and biological pro-

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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.

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

Deadlines for submissions are:

September 24
February 15
June 1

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cesses and health outcomes on the other side.

To a considerable degree, NIH is "putting its money where its mouth is." Not only are Institutes (e.g., NHLBI, NIA, NICHD, and NIMH) with long-standing commitments to behavioral and social research continuing and expanding their support, but new programs are emerging at Institutes without prior histories of support. A potentially significant instance is the National Institute of Human Genome Research (NIHGR), which is establishing a behavioral and social research intramural laboratory and which is collaborating with the Office of Behavioral and Social Sciences Research (OBSSR) to encourage research on interactions among genes, behaviors, and social environments across all of NIH. The National Institute on Arthritis, Muscular Skeletal Diseases (NIAMS) and the National Institute of Environmental Health Sciences (NIEHS) have for the first time hired behavioral and social scientists with the explicit charge to develop extramural research grant programs. The National Cancer Institute's (NCI) program in behavioral and social research is growing in leaps and bounds with

no sign of letting up. (For a recent report on behavioral and social research at the NIH Institutes, see <http://obssr.od.nih.gov/publications/NIHBSSR2001.pdf>.) In all of these cases, the impetus for growth has come from the highest leadership levels at these Institutes. Sure, behavioral and social research continues to represent about 10% of NIH's research and training funding. But, this is an estimated \$2,300,000,000 for the current fiscal year! This is an exciting time of unusual opportunity for behavioral and social sciences research at the NIH. The interests, skills, and knowledge of Division 20 members fit well with the continuing and emerging initiatives for research, and we should be offering them to the NIH Institutes!

Division 20 Awards and Events

Having just convinced myself that the future is bright for behavioral research at the NIH, I have little space left in this column to comment on the bright near-term future for Division 20. In order to simplify and coordinate the growing list of awards sponsored by the Division, the Executive Committee has combined our several award commit-

tees into a single committee and has set standard or common receipt dates for nominations. (For complete information about each award, see <http://aging.ufl.edu/apadiv20/apadiv20.htm>.) The season for nominating your colleagues and students for Division Awards, including the new awards dedicated to Powell Lawton and Margret Baltes, is upon us (see p. 21). Let's use this opportunity to recognize the accomplishments and contributions of our colleagues.

Thanks to your efforts, the Division will once again have two representatives on APA Council. Indeed, with a few more votes, we could gain a third voice on the APA Council next year! If this is the spring issue of the Newsletter, then summer and the annual meeting are soon to follow! Michael Marsiske has put together an excellent program, despite the difficulties of accommodating to the new APA convention format. In addition to the Division's program, aging topics are represented in at least one of the trans-NIH scientific "cluster programs." So, the future does indeed look bright. It seems appropriate to close with a quote from Buzz Lightyear, "To infinity and beyond!"

Note from the Editor and Co-Editor

We thank everyone who contributed to this issue. We encourage division members to send us announcements of general interest for the Newsletter. If you have an idea for a feature article, please contact one of us.

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, 2002. Please send stuff.

Teaching Tips: Infusing Aging Content Into Health Psychology

Aurora M. Sherman

Department of Psychology
Brandeis University

Many of the excellent tips recently shared in this column have focused on how to better teach our courses in gerontology, lifespan development and adult development and aging. I would like to share a slightly different perspective, that is, ideas on how to include aging in courses in which aging or adulthood is not the main focus. Certainly many courses can be taught with little reference to aging or lifespan development, but should they? I offer the following tips based on a chapter I contributed to *The Aging Dimension in Undergraduate Psychology Courses: A Practical Guide for Teaching*, edited by Susan K. Whitbourne and John C. Cavanaugh, forthcoming from APA. I specifically offer ideas for including aging in Health Psychology courses, but these ideas can be applied and adapted for many different courses.

Tip 1. Choose the text carefully. Many psychology texts include only minimal information about health and aging or health across the life course, although the newer ones are more likely to include at least some information on aging, particularly in health psychology. In addition, consider having supplemental readings that bring in aging issues, as well as supplementing lectures and discussion with relevant material, and including guest speakers who can add information on aging.

Tip 2. Clarify the relationship between aging and major topics in the course. For example, aging can be naturally incorporated into health psychology courses because health and development are intimately related across the life course. The expansion of life expectancy over the last century and the

extended survival of older cohorts have influenced much of our knowledge about coping with chronic illness. Changes in lifestyle and health care have resulted in a shift in the major causes of illness and death from acute (e.g., flu, tuberculosis, pneumonia, and other infectious diseases) to chronic illnesses (e.g., heart disease, cancer, arthritis; see Ory, Abeles, & Lipman, 1992). The fields of epidemiology, behavioral medicine, and health psychology all consider age a significant factor in the incidence, prevalence, and progression of disease (Siegler et al., 2001).

The danger in discussing this relationship is that students often assume that aging is synonymous with disease, especially when they have little or no background in gerontology. Kohn (1985) offers a useful method of distinguishing aging from disease processes. He argues that some illnesses are universal, progressive and irreversible with age (e.g., atherosclerosis), while some diseases are common with age, but not universal or inevitable (e.g., cancer). In addition, there are diseases that are not necessarily age-related, but have more negative impact on older adults (e.g., pneumonia, flu). To be defined as normal aging, a change in a physical system should be universal, progressive and irreversible, not secondary to some other process or modifiable with treatment. The change should contribute to the vulnerability of the person to disability and disease and not be adapted to or compensated for effectively.

Several instructional methods can be used to illustrate the relationship between aging and disease. Students could apply Kohn's criteria to different "case studies" to get a feel for the difference between disease and aging processes. Students can be invited to discuss their own experience with an older friend or relative. Students may describe situations in which they had

assumed a behavior or illness was related to normal aging when it actually was not. Small groups can survey current media (e.g., TV, radio, or print ads, greeting cards) for the popular perceptions of the aging-disease relationship. They can report back to the class informally or write an in-depth paper exploring these issues.

Tip 3. Use a lifespan perspective. For my health psychology course, the area of health behavior is a good illustration of the importance of taking a life span or developmental perspective. First, goals for health behaviors change over time. From childhood into early adulthood, health promotion and prevention of illness are the primary goals of health behaviors such as vaccinations, checkups, nutrition, and exercise. In contrast, health behaviors for older adults often include recovery from illness, rehabilitation after a health crisis, and physical and psychological adjustment to chronic illness, in addition to illness prevention. Second, responsibility for health behaviors changes over time. During infancy and childhood, parents are responsible for the health of their children, but children assume more responsibility for their own health and health care through adolescence and into adulthood. Third, health behaviors change over the life course in response to life events. For example, a woman may stop smoking during pregnancy but begin again after giving birth. Fourth, good health behavior habits acquired early in life can have substantial benefit across the life course. This may be especially true of later adulthood, when positive health behaviors such as cancer screening, physical activity and not smoking are linked to increased longevity and decreased morbidity.

Lifespan and aging issues can be discussed in the context of health behav-

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Mentoring

Margaret Gatz, Ph.D.

Department of Psychology
University of Southern California

Mentoring is a relationship between two adults who—although consenting—vary in their power, in their needs and expectations from the relationship, and usually in their age. Perhaps the prototypical mentoring relationship is initiated when a student is accepted into a graduate program and picks an academic advisor from the faculty. Mentoring also occurs between clinical intern and supervisor, undergraduate independent studies student and faculty advisor, beginning graduate student and postdoc, junior faculty and senior faculty.

As new faculty, we learn to be mentors from a combination of experiences: trying to be like mentors we admired, trying to avoid imitating faculty who made us feel bad when we were students, looking to senior colleagues where we are working, and sheer trial and error. What follows are a few thoughts based on my own successes and errors.

- Mentoring is an interpersonal relationship, subject to all the issues of interpersonal relationships. In particular, relationships don't take care of themselves. The mentor must invest time.

- The mentoring relationship is bidirectional but not equal. There will be times when the mentor evaluates the student, e.g., voting on whether a student passes an oral exam, writing letters of recommendation. Mentors and mentees both bring resources to the relationship, although the resources are not identical. It is important for the mentor to recognize and to acknowledge the mentee's resources, and also to share resources that will help the mentee to develop.

- Incidental education is a key part of mentoring, such as going to a professional conference and hanging out with one's mentor and one's mentor's colleagues. The mentor should be intentional about including graduate students, while protecting students from damaging departmental politics.

- These informal aspects are why mentoring is sometimes more successful when mentor and mentee are the same gender or are matched ethnically. When there is matching, it is sometimes easier for the mentee to see the mentor as representing his or her own future. When mentor and mentee are not matched, the mentor can create openings for the mentee that will provide exposure.

- Because of the power differential, mentors have to be the one to bring up authorship or to offer opportunities to students (attending a workshop, coauthoring a book chapter), rather than waiting for the mentee.

- Be sensitive to dual relationships and potential for exploitation. The sorts of interpersonal favors that are often exchanged between friends, such as providing a ride to the airport, can become coercive when there is a power differential. [NOTE: Mentors and mentees should not be romantically entangled. If a mentor feels an inappropriate relationship coming on, being open to one's colleagues is essential, and the mentee needs to be helped to find another mentor.]

- Each of us has to learn our own stimulus value. It is often peculiar to learn what students say about us, and how poorly it maps on our sense of ourselves. In areas where I am aware of idiosyncratic habits that I am unlikely to modify, I try to be up front about them, or to make jokes about them. My dislike of the split infinitive, the amount of red ink that I use on drafts of manuscripts, and my dislike for departmental parties are all examples.

- Students vary in their ability to work independently, and the mentor needs to adjust the degree of structure provided. Students sometimes have the idea that they are supposed to be able to do everything by themselves. The mentor has to model collaboration, making it safe for the student to ask for input and to receive assistance. I have learned that I teach best when mentees begin their work on projects where I am involved and knowledgeable; therefore, I try to shape mentees' first projects to fit into an ongoing research agenda rather than being totally open about the topic. At the same time, I try to accommodate to students' interests and to help students toward their personal goals.

- Avoid surprises; in particular, avoid surprising a mentee with a negative evaluation when there has been no prior feedback.

- Be clear about expectations. I often say to students that I can accept their doing more or doing less, but they have to be honest about what they are going to do, and then follow through with what they have committed.

- Rely on students to help each other. Often this entails a vertical team. Encourage an open atmosphere, but keep confidences.

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Division 20 Convention Program is Developing Well

Michael Marsiske

Division 20 Program Chair, 2001-2002

The APA Convention for 2002 is scheduled for Chicago, August 22-25. Check out the convention website, <http://www.apa.org/convention> for up-to-the-minute details.

Beginning this year, APA has reorganized the convention into several sub-programs, including new multi-division invited "cluster tracks", supplementing the traditional divisional program. This means that some program hours had to be taken away from the exclusive control of divisions, so that all divisions had fewer program hours available to fill for their submitted program. As a consequence, many worthwhile submissions had to be turned away, and others had to be scheduled for shorter durations. Despite these changes, the new integrated APA convention promises to be exciting and more unified than in the past.

A tentative Division 20 program has now been set. This tentative program can be seen at <http://aging.ufl.edu/apadiv20/conv2002.htm>. This is a good page to bookmark, as frequent changes, additions and new information about the August program will be presented there. Division 20's program this year is unusually collaborative, with every one of our substantive sessions co-listed by at least one other APA Division. We are also active co-listers of many other divisions' sessions. In the next issue of the newsletter, we will provide you with a complete list of sessions relevant to adult development and aging, convention-wide.

We will have two large poster sessions, featuring eighty posters. One session, tentatively scheduled for Friday August 23 at 10 am, will feature posters on "Cognition, Neuropsychology, Depression, and Psychosocial Interventions". A second poster session, tentatively scheduled for Sunday August 25 at 9 am, will be organized around the topics of "Well-being, Personality and Coping, Stereotypes, Families, and Education". We have a number of symposia planned, including "Aging: The Challenge Of Developmental Disability", "Aging Research and NIMH: Highlights and Future Trends", "Close Relationships and Interdependence in Motivation, Cognition, and Health", "The Baby Boomers aren't Babies Anymore: Contemporary Perspectives on Midlife", "Stress and Resources in Mid-and Late Life", "Socioemotional Development and Adaptation across Adulthood", "Men in Relationships", and "Psychological Functioning and Work Across the Lifespan".

We have a strong student program this year, including a symposium on "Role Management in Careers in Adult

Development and Aging", organized by Cindy DeFrias (Graduate Student Representative to the Division's Executive Council). A student social hour will encourage members and student affiliates to interact and mingle.

Don't miss the Division 20 "Power Block", tentatively scheduled for Saturday Aug. 24 from 3 pm until ???. It begins with the Division's Distinguished Contribution Award Lecture (2001 Winner Gisela Labouvie-Vief will give an address entitled "Dynamic Integration: Affect, Cognition, and the Self in Adulthood"), followed by the Presidential Address (Ron Abeles will talk about "Sense of Control in Old Age"), the Division's Business and Awards Presentation Meeting, and a Social Hour. After the social hour, the entire group is encouraged to celebrate the night away (details to be announced soon). The Division 20 Executive meeting will take place at 8 am on Saturday Aug. 24.

If you are interested in Convention updates, please check the Division's convention page (<http://aging.ufl.edu/apadiv20/conv2002.htm>) frequently. Better yet, join the Division's listserv for up-to-the-minute bulletins. Subscription details can be found at <http://aging.ufl.edu/apadiv20/psyaging.htm>. You can also join by e-mailing me at marsiske@ufl.edu.

I would like to acknowledge the important contributions of many reviewers this year. Program reviewers (who responded within 48 hours!) included Lise Abrams, Jane Berry, Rosemary Blieszner, Hayden Bosworth, Gretchen A. Brenes, Mark Brennan, Brian Carpenter, Alison Chasteen, Yiwei Chen, Ellen Cotter, Kim Curtyo, Stephen A. Daniel, Karen A. Evans, F. Richard Ferraro, Helene Hoi-Lam Fung, Joe Gaugler, Ann L. Gruber-Baldini, Gregory Hinrichsen, Carole K. Holahan, Ann Horgas, Robert C. Intrieri, Jyotsna (Josi) Kalavar, Lynn M. Martire, Christopher B. Mayhorn, Karin J. M. McCoy, Chandra M. Mehrotra, Marty Murphy, Anne E. Noonan, Norm O'Rourke, Nancy A. Pachana, Sara Honn Qualls, Thomas G. Reio Jr., Brent W. Roberts, Daniel L. Segal, Marilyn McKean Skaff, Ruth Spinks, Ron Spiro, Mary Ann Parris Stephens, Elizabeth A. L. Stine-Morrow, Lenore T. Szuchman. In addition, many of my wonderful University of Florida Psychology of Adult Development and Aging colleagues (including Susan Bluck, Manfred Diehl, Karin McCoy, Christina McCrae, Angi Semegon, Jennifer Stanley, and Katherine White) have agreed to help judge the Student Poster Competition, for which I am extremely grateful. Finally, thanks to Bob Intrieri for heading up the "Local Arrangements" for this year's convention. All in all, I've been extremely gratified by the level of cooperation and collaboration across divisions, and within our division, this year.

I hope to see everyone reading this in Chicago!

Candidates: President Elect

Fredda Blanchard-Fields

Biosketch

I am currently Professor of Psychology, Associate Chair, and Graduate Coordinator of the School of Psychology at Georgia Institute of Technology. I received my B.A. from the University of California at Los Angeles in Psychology, obtained my M.A. at San Diego State University, and completed my graduate training with a Ph.D. from Wayne State University in Life Span Developmental Psychology. I was an assistant and associate professor at Louisiana State University from 1983-1993 before joining the faculty at Georgia Tech.

I am a Fellow of both the American Psychological Association (Division 20) and the Behavioral and Social Sciences section of the Gerontological Society of America. I have had the privilege of working in various capacities for Division 20. I began as chair of the continuing education committee for 3 years followed by co-editorship of the Division 20 newsletter, and Member-at-large. For the past 3 years I have served as Division 20's Fellows chair. With respect to other professional services, I currently serve on a number of editorial boards including Psychology and Aging, Journal of Gerontology: Psychological Sciences, and Journal of Adult Development. I am also serving on one of the National Institutes of Health standing Grant Review Committee (1998-present) which was preceded by membership on the NIA HUD-2 grant review committee. I have co-edited two books on cognitive change in adulthood and social cognition and aging. I have also co-authored a current textbook on adult development and aging. I am the author of numerous journal articles and chapters on social cognition and everyday problem solving from an adult developmental perspective.

I have been fortunate to have my research in these two areas funded by the National Institute on Aging since 1990. The social cognition and aging project examines age differences in social cognitive reasoning and attributional processes. We are particularly interested in how social values, attitudes, and beliefs influence social judgment biases in older adults. The everyday problem-solving project examines patterns of age-related differences in problem solving strategies and the influence of emotional salience, interpersonal involvement, controllability, and self-representation on problem solving strategies.

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Bob G. Knight

Biosketch

Bob G. Knight, Ph.D. is the Merle H. Bensinger Professor of Gerontology at the Andrus Gerontology Center and Professor of Psychology in the Department of Psychology, University of Southern California. In that position, he serves as Director of the Tingstad Older Adult Counseling Center, Executive Director of the Los Angeles Caregiver Resource Center, and Principal Investigator for the Stress, Ethnicity, and Caregiving Study. In Fall 1995, Dr. Knight was a visiting professor, Department of Psychology, Sheffield University, England. His B.A. in psychology was earned at Anderson College (IN) and his Ph.D. in clinical psychology at Indiana University, Bloomington.

Dr. Knight's principal research interests are the study of caregiver distress using stress and coping models and the study of emotion in older adults. He has published extensively in mental health and aging, including Psychotherapy with older adults (Sage, 1986; 2nd edition, 1996. It is also available in French, Dutch, and Chinese translations, with a Japanese translation underway.), which is used throughout the U.S. and Europe, and also in Israel and Australia as a text. He is the senior editor, along with Linda Teri, Paul Wohlford, and John Santos, of Mental health services for older adults: Implications for training and practice in geropsychology (1995), and co-editor with Steven Zarit, of A guide to psychotherapy and aging: Effective clinical interventions in a life-staged context (1996), both published by APA books.

Dr. Knight serves on the editorial boards of Psychology and Aging, Aging and Mental Health, Journal of Mental Health and Aging, and Ageing International. Dr. Knight has been a member of Division 20 for about 25 years and has served on the Program Committee, on committees related to clinical geropsychology, and is currently finishing a term as Secretary. He is on the APA Committee on Aging for 2000-2002, serving as Chairperson in 2001. He served as the President of Section II, Division 12 (Clinical Geropsychology) of the American Psychological Association in 1997, and has served the Section as Program Chair and as Chair of the Nominations committee. He has also served on the Fellowship Committee and the 1998 Program Committee for the Behavioral and Social Sciences Section of the Gerontological Society of America.

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Candidates: Secretary

Carolyn M. Aldwin

Biosketch

Carolyn M. Aldwin is currently Professor of Human Development and Family Studies at the University of California at Davis. She received her doctorate in 1982 in Adult Development and Aging from the University of California at San Francisco. Before assuming her present position, she was a post-doctoral scholar in Human Development, Environmental Demands, and Health in the Program of Social Ecology, and a Research Psychologist at the Normative Aging Study, Boston VA Outpatient Clinic. She was a visiting scholar at the Dept. of Psychology and Wolfson College, University of Oxford, and an Invited Faculty Member for the Fall Academy at the Max Planck Institute, Berlin.

A Fellow of Div. 20 and Div. 38, I chaired the Div. 38 Committee on Aging and Health. For Div. 20, I served as the representative to BAPPI Committee on Older Women and Health, and, as Member at Large, co-chaired the Awards Committee with Ron Spiro. We instituted and received funding from the Retirement Research Foundation for a new award, the RRF/M. Powell Lawton Award in Applied Gerontology. Also, Marty Murphy and I organized last year's social event.

My research interests have been fairly broad. In general, I am interested in how psychosocial factors affect both mental and physical health in later life. As a developmentalist, I am particularly interested in how stress and coping processes change across the lifespan, as well as the long-term positive and negative effects of having coped with major trauma such as combat and early childhood stressors. I am also interested in individual differences in changes in mental and physical health across the lifespan as a way of understanding how different trajectories can lead to successful and impaired aging.

I am author or co-author of nearly 60 journal articles and book chapters, over 100 presentations at national and international conferences, as well as a book on stress, coping, and development. These articles have appeared in such journals as *Psychology and Aging*, *Journals of Gerontology*, *Research in Aging*, and *The Gerontologist*, as well as non-aging journals such as *Journal of Personality and Social Psychology* and *Health Psychology*. Book chapters include reviews for the *Annual Review of Gerontol-*

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Jane Berry

Biosketch

Jane Berry, PhD, is Associate Professor of Psychology at the University of Richmond. She obtained BA, MA, and PhD degrees (Aging and Development Program) in the Department of Psychology at Washington University. Berry 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. In 1998-1999, Berry was a Visiting Scientist with the Adult Psychological Development section of the Behavioral and Social Research branch at the National Institute on Aging in Bethesda, MD. Recently, Berry received the University of Richmond's Distinguished Educator Award (2000), and the Outstanding Faculty Award from the Black Students Association (2002).

Statement

I have been a member of Division 20 for almost 20 years, and received the Division's dissertation research award in 1987. In 1996-97, I served the Division as Program Chair for the annual convention, and have been a consistent presenter at its August meetings since my graduate school days. My publications are primarily in the area of memory self-efficacy and aging, and secondarily in personality and social psychology. I am currently guest-editing (with Jared Jobe) a series of articles on personality and aging for the *Journal of Research in Personality*. 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 been an ad hoc journal reviewer for the *Journals 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 am in my third year as a member of the Editorial Board for the *Journals of Gerontology: Psychological Sciences*. My recent research has focused on memory self-efficacy and strategic memory behavior in adults, supported by a grant from the NIA. Current collaborations with undergraduate and graduate students include investigations of functional self-efficacy and ADLs in visually-impaired older adults; memory self-efficacy and working memory in schizophrenic

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Candidates: Members-at-Large

Neil Charness

Biosketch

Neil Charness is a Professor in the Psychology Department at the Florida State University and an Associate in the Pepper Institute on Aging and Public Policy at Florida State. He received his undergraduate honors BA degree at McGill University in 1965, and his MSc (1971) and PhD (1974) at Carnegie Mellon University. He was an Assistant Professor at Wilfrid Laurier University, Ontario, Canada from 1974-1977, and then an Assistant, Associate, and Full Professor at the University of Waterloo, Ontario, Canada from 1977-1994. He spent one sabbatical (1984-85) at the Mental Performance and Aging lab at the VA Outpatient Clinic in Boston and another at the University of Victoria (1990-91). He also spent a summer as a Visiting Scientist at the Max Planck Institute for Human Development and Education, Berlin (1993). He is a Fellow of the American Psychological Association's Division 20, the American Psychological Society, the Canadian Psychological Association, and the Gerontological Society of America.

Don't you just love this grandiloquent writing style? The gist is that I've done my fair share of contributing to the literature in our field (over 70 articles, chapters), and have garnered sufficient grant support to keep Chairs and Deans happy in both Canada and the US (including 2 current NIA grants). I have done relevant things for our profession, such as editing (Canadian Journal on Aging, Psychology section) and serving on journal editorial boards (Psychology and Aging, Journal of Gerontology: Psychological Sciences, Psychological Bulletin, and Aging, Neuropsychology, and Cognition. I currently serve as Chairperson of the editorial board for the new journal Gerontechnology.) I've done 100s of manuscript, abstract, and grant reviews. I currently serve on the National Academies Committee on Health and Safety Issues for Older Workers. I have lots of administrative experience (except as Chair of a Department, Dean, VP, or heaven forbid, Provost or President). If you want greater detail see my web page: <http://www.psy.fsu.edu/~charness>.

Statement

I have a number of strengths and weaknesses you need to consider before voting. One of my strengths is that I generally work effectively at tasks that I take on. As an example, I served Division 20 as Program Chair in 1998-1999, breaking all prior records for acquiring program hours and scheduling co-sponsored sessions. My major per-

sonality flaw is having difficulty saying no when being asked to take on yet another task, hence my appearance on this ballot in response to Chris Hertzog's request to put my name forward. The Member-at-large position has fairly vaguely stated responsibilities: "Members-at-large attend the mid-year and annual division meetings. They are expected to become involved in some aspect of the Division's functioning..."

My current interests (aside from my new grandchild Benjamin) concern issues in the use of technology by older adults. Hence, I would be pleased to work with our executive to find more effective means to disseminate information about use of technology (low and high tech) to help our aging population. I need it, and soon (if not already) so will you.

As an example, here is a tip that helped me with age-related changes in vision. Most if not all of you stare at computer screens for many hours each day. For those in their bifocal years (typically age 40+), have your optometrist/ophthalmologist prescribe a set of lenses that provide an upper, middle-distance area calibrated to 40-60 cm and the usual lower near-distance area (for book or journal reading). Your quality of work life will definitely improve and you may be able to use a much higher screen resolution comfortably (e.g., 1600 x 1200 pixels for a 19" monitor). Standard bifocals (far distance and reading distance) and even progressive bifocals (too small a useful field of vision) are not ideal for working with larger computer monitors. (However, don't attempt to drive with those middle+near bifocals. Why don't I argue for single lens computer glasses? You probably would find it irritating to constantly switch between them and your normal lenses when alternating between paper and monitor reading tasks.)

Making our knowledge about aging useful to consumers is a task that I would enjoy tackling as a member-at-large. Why not make Division 20's excellent web site a source for such information in the form of a monthly guest column? Our members do an excellent job of researching important topics in aging. Our Division could help to make this information more widely available to us and to anyone with access to the web (and all its search engines).

Manfred Diehl

Biosketch

I am an Assistant Professor in the Institute on Aging and Department of Health Policy and Epidemiology at the University of Florida (UF). I also hold a joint appointment with the developmental area in the Department of Psychology

Candidates: Members-at-Large

at UF. My research focuses on self-concept development across the adult life span, the development of coping behavior, and on everyday competence and everyday problem solving in old age. Most recently, my work has focused on the relationships between the big five personality traits and adults' strategies of goal pursuit, on examining the temporal stability of adults' role-specific self-representations, and on developing a measure of authenticity from adults' self-representations. In the area of applied cognitive research, I currently collaborate on two projects. The first project concerns the development of a cognitive screening instrument for older adults with traumatic brain injury, whereas the second project focuses on the prevention of falls in community-residing older adults. For the past 5 years, my work has been supported by grants from the National Institute on Aging.

I received my master's degree in psychology from the University of Bonn, Germany. Subsequently, I was awarded a scholarship from the German Academic Exchange Service and started graduate work in the Department of Human Development and Family Studies at the Pennsylvania State University. I received my Ph.D. from Penn State in 1991 and after a two-year stint at the Ringel Institute of Gerontology at SUNY-Albany, I worked for three years with Gisela Labouvie-Vief as a post-doctoral research associate. In 1996, I assumed a tenure-track position in the Department of Psychology at the University of Colorado at Colorado Springs, where I remained until 2000.

I have been active in Division 20 since 1997 when I started to serve on the division's Education Committee. Initially, I served as syllabus coordinator for the division and started to serve as co-chair (with Dr. Karen Fingerma) of the Education Committee in 1998. In this capacity, I have been involved in conceptualizing, coordinating, and implementing the Teaching Tips column for the division's newsletter, in organizing symposia for the annual convention, and for updating (in collaboration with Dr. Cynthia Berg) the graduate studies guide. Since my graduate student days at Penn State, I have been a regular presenter at the annual conventions and a regular reviewer for the Division's program. For the past 2 years, I have served on the editorial board of the *Journal of Gerontology: Psychological Sciences*. I am also a regular reviewer for *Psychology and Aging*, *Journal of Personality and Social Psychology*, and the *Journal of Personality* among others.

Statement

For me, one of the strengths of Division 20 is that it has a quite diverse membership that is well suited to address the many challenges of adult development and aging. As a Member-at-Large I would focus on two major contribu-

tions. First, I would try to create a stronger involvement of graduate students in the division through special student activities that provide guidance in terms of professional development (e.g., professional development activities for graduate students during the APA conference). Second, I would work with other members on the Executive Committee to strengthen the ties of the division to other APA divisions. For example, I believe that in advocating a life-span approach to human development, the division could greatly benefit from a more lively and stimulating relationship with Division 7, Developmental Psychology. Similarly, I can see that the division would be enriched by stronger ties with Division 8, Personality Psychology, and Division 38, Health Psychology.

Martin D. Murphy

Biosketch

I am a Professor of Psychology and a Senior Fellow of the Institute for Life-Span Development and Gerontology at The University of Akron. I have been the Chair of the Psychology Department's Ph.D. program in Applied Cognitive Aging for the past 15 years. My research deals with memory, metamemory, and cognition in adults and older adults, with an emphasis on expertise and the role of intentional strategies in guiding thinking and memory. I have contributed to papers in *Psychology and Aging*, *Journal of Gerontology*, and *Journal of Experimental Psychology: LMC*. In 1996 I was named Outstanding Researcher in the State of Ohio by the Ohio Research Council on Aging.

I received an A.B. degree from Dartmouth College majoring in Psychology, and Masters and Doctoral degrees from the University of Illinois in Developmental Psychology. I taught for a year at Franklin and Marshall College in Lancaster, PA, before joining the faculty at Akron.

I am a member of the usual organizations -- APA, Divisions 20, 7 & 33, and GSA Behavioral & Social Sciences, along with the Society For Research in Child Development and APS. I have reviewed articles for top journals, including *Psychology and Aging* and I'm on the Editorial Board of *Experimental Aging Research*. I served as ad hoc and special reviewers for the HUD-3 (atypical development) NIH study section. I review APA conference papers and student submissions for Division awards. Over the past few years I have served the Division as Newsletter Co-editor and member of the Executive Board. I helped Carolyn Aldwin organize last year's social event at APA.

At-Large Candidates continue on p. 10

Candidates: Members-at-Large

At-Large Candidates continued from p. 9

Statement

I first attended a Division Executive Board meeting several years ago, as Newsletter Co-editor. The group was large and I was surprised at the tenor of the meeting. Committee reports demonstrated that real work had been done since the last meeting. Diverse points of view were raised, consensus was usually reached, and the group moved on. Board members were careful about spending members' dues, but also willing to invest resources to advance Division goals. Those involved in APA governance were obviously savvy about operating in APAs arcane organizational / social structure. Practice views were prominently represented. Division leadership had priorities.

Reflecting the Division membership, Board members are talented, committed, and focused. They do a lot of work.

We face a changing world. Everyone knows about aging and population demographics in this country, but that knowledge has seldom affected behavior in policy, academic, and practice domains. As advocates for aging, we need to work inside and outside of APA. The Division's strength comes from its committed members. Involvement in the Division needs to be encouraged and rewarded, especially for people who are new to our field. As Bob Sternberg states in his initiatives, now is a time when practitioners need the support of academics to survive tough challenges. Following their reorganization, it is very important that NIH study sections have appropriate "aging" representation to ensure that our grant proposals receive a fair hearing. And, communication is crucial, so we can all move the agendas of aging forward.

I have learned a good deal through my experience with the Board and the Newsletter, and I have demonstrated some commitment, as well. I believe that I can be a productive member of the Board.

Avron (Ron) Spiro III

Biosketch

I am a Research Scientist, US Department of Veterans Affairs, and Assistant Professor, Department of Epidemiology and Biostatistics, Boston University School of Public Health. Since 1986, I have been associated with the VA Normative Aging Study where I conduct research on health and aging. More recently I became associated with the VA Center for Health Quality, Outcomes, and Economic

Research and the Massachusetts Veterans Epidemiology Research and Information Center. At BU, I collaborate with colleagues in the Department of Neurology, BU School of Medicine, on studies of language and aphasia; and in the Department of Health Policy and Health Services Research, BU School of Dental Medicine, on oral health and quality of life. My research interests are in aging and developmental methodology, and in taking a developmental approach to studying the relations between psychosocial factors and various aspects of health and disease.

Before joining the VA, I was Senior Data Analyst, Department of Environmental Science and Physiology, Harvard School of Public Health (1981-86), and Senior Research Associate, Education Development Center (1986-89). My BA was in Psychology from Emory University; and MS and PhD in Human Development and Family Studies from The Pennsylvania State University.

I've been a member of APA and Division 20 since 1977, and am currently co-chair of the awards committee. I am also a member of the Gerontological Society, Psychometric Society, American Statistical Association, and International Society for the Study of Traumatic Stress. In 2000 I was elected to membership in the Academy of Behavioral Medicine Research. Other professional activities include membership on editorial boards (Journal of Traumatic Stress; Psychology and Health), journal reviews (Health Psychology, Journal of Gerontology: Psychological Sciences, Psychology and Aging, Psychological Methods); and ad hoc reviews for the VA and the Department of Defense research programs.

Statement

For over 20 years I have worked as a research psychologist in schools of public health and the US Government. Much of my work involves collaborating with researchers and clinicians from medicine, psychiatry, and public health. I have learned that as psychologists who study aging and life-span development, we have a great deal to contribute to these and other fields, with respect to research, clinical practice, and policy. In addition to the substantive knowledge of aging and psychology to which our members have contributed, many in our Division have made contributions to clinical treatment of aging patients, or to the public policy arena. I would like to use my position as Member-at-Large to integrate our diverse domains of expertise, and to share them with other divisions of APA whose interests overlap with ours. The breadth of interests among our membership, encompassing science, practice, education and policy, make us an exemplary division, and we should continue to present our message that "Aging is Vital" to the broader audience in APA and beyond.

NIA Welcomes Dr. Shrestha To New Position At the Behavioral and Social Research Program

Dr. Laura Shrestha has returned to aging research in the newly created position of Deputy Associate Director for the Behavioral and Social Research Program (BSR) for the National Institute on Aging. She brings to the position problem-solving skills developed while administering multi-million dollar loans for the World Bank.

"I'm thrilled to be back. I received a lot of my original training from the NIA," she said, explaining that as a trainee grantee, the NIA funded her doctoral degree in Demography at the University of Pennsylvania and her post-doctoral work. She also has an MA degree in Economics with Public Economics and Administration emphasis from the University of Hawaii at Manoa. She attended the NIA 1993 Summer Institute at the Airlie House before joining the World Bank in 1994.

"I gained a lot of skills at the Bank but I also moved away from my primary interest of aging research. By returning to NIA, I'm coming back to a topic area and research community that I find very exciting," she said. At the BSR, Dr. Shrestha will be working to integrate research across BSR's two branches: the Individual Behavioral Processes Branch, which concentrates on the biopsychosocial processes linking health and behavior, cognitive functioning, and human factors, and the Population and Social Processes Branch, which focuses on demography, economics, epidemiology, and the behavior of groups. BSR's current areas of emphasis include health disparities; aging minds; increasing health expectancy; health, work and retirement; interven-

tions and behavior change; and genetics, behavior and the social environment.

At the World Bank, Shrestha managed a \$63 million, four-year loan to help the Ukraine government arrest the spread of tuberculosis, AIDS, and HIV. In addition to managing the Ukraine project, Shrestha helped Bulgaria reform its health care system and introduce national health insurance. She also served as the 'focal point' on HIV/AIDS as well as on population and reproductive health issues for the Europe and Central Asia division within the Bank.

"We were looking for someone like Dr. Shrestha who had a multi-disciplinary background to develop cross-cutting initiatives between the two BSR branches," said Richard Suzman, BSR's Associate Director. With her administrative and managerial experience, she also will play a major role in the overall administration of the BSR Program.

"I like to be part of a well-functioning efficient organization and I have a lot of experience coordinating people and resources to achieve an objective," she said. "In my new job, I will use these skills to achieve BSR's objectives of funding the best quality research with a limited pot of money within certain deadlines. I want to minimize the unexpected work that comes across the Health Science Administrators' desks."

It's a very exciting time to be at the NIA and the BSR in particular, Shrestha says. "We're on the frontier and I like the idea of being part of that. I'm also glad not to be traveling so much. In eight months last year, I traveled 105 days to the Ukraine, Bulgaria, Russia, Kazakhstan, Poland, Denmark, France, Germany, and Austria. It's good to be home in the U.S. and back to the NIA."

The International Society for Gerontechnology's 4th International Conference

November 9-12, 2002

On behalf of the local organizing committee -- Neil Charness, Florida State University; Sara Czaja, University of Miami; Arthur D. Fisk & Wendy Rogers, Georgia Institute of Technology -- we invite you to submit an abstract to the 4th International Gerontechnology Conference. This conference will be held for the first time in North America, at the Wyndham Miami Beach Resort Hotel in Miami Beach, Florida.

The conference theme is: "Creative use of technology for better aging." Our conference will be encompassing themes that span the challenges of adulthood such as: Work and Aging, Health Care (Telemedicine), Communication,

Caregiving, Mobility and Transportation, Life-long Learning, and Domotics (Smart Homes). Invited keynote speakers will address these themes. We encourage you to submit symposia, papers, and posters related to these themes.

Current sponsors for the conference include Florida State University, Georgia Institute of Technology, University of Miami, and the Human Factors and Ergonomics Society. Detailed information on the conference can be found at the following URL: <http://psy.fsu.edu/~isg/>. The web site permits online submission and registration. The deadline for abstract submissions is April 1, 2002, with notification of acceptance being sent by June 1. Early registration at a reduced rate ends on July 1, 2002.

Information on the Society (ISG) can be found at: <http://www.gerontechnology.org/>. ISG's new Journal, Gerontechnology, can be found at: <http://www.gerontechjournal.net>.

Candidates: APA Council Representatives

John C. Cavanaugh

Biosketch

John C. Cavanaugh is currently Provost and Vice Chancellor for Academic Affairs at the University of North Carolina at Wilmington. Previously he served on the faculty at Bowling Green State University and the University of Delaware, where he also held several administrative positions. He has been an adjunct professor at the Medical College of Ohio and a visiting professor at Georgia Tech. John is a Fellow of Divisions 20 and 2 of APA, a Charter Fellow of the American Psychological Society, and a Fellow of the Gerontological Society.

John's research interests are in self-evaluations of memory and family caregiving. He is the author, co-author, or co-editor of 10 books (including *Adult Development and Aging* and *Gerontology: Interdisciplinary Perspectives*) and over 60 articles and chapters. John has served on the editorial boards of *Psychology and Aging*, *Journal of Gerontology: Psychological Sciences*, *Journal of Adult Development*, and *Contemporary Psychology*. He has served on or chaired several study sections and special grants programs for the National Institute on Aging.

John has been active in Division 20 committees and leadership for nearly 20 years. Highlights of his service include: President (1996-97); Council of Representatives (1999-2000); Treasurer (1992-94); Program Chair (1991); Education Committee Chair (1991-93); Network Committee Chair (1985-89); Division 20 Liaison to the APA Board of Educational Affairs (1993-98); and Division 20 liaison to the APA Committee on Aging (2000-present). John's GSA leadership activities include: Member-at-large of the Executive Board of the Behavioral and Social

Sciences Section (1997-2000) and Chair of the BSS Task Force on Research Advocacy (1993-95). He also co-chaired (with Denise Park) the "Vitality for Life" component of the Human Capital Initiative (1993) and was a participant in the Summit of Psychological Science Societies (1998).

Statement

I am seeking to return to the Council of Representatives because I firmly believe that the interests of adult development and aging need to be incorporated more into the key decisions facing APA. Effectiveness on Council depends a great deal on knowledge of their process and understanding of the issues of importance to other divisions and the state associations. I bring that background. My earlier term on Council (with Andy Smith and subsequently Sue Whitbourne) afforded me the opportunity to have a hand in creating the Committee on Aging and curricular issues following the approval of the proficiency in clinical geropsychology.

This record provides an excellent foundation on which to create even stronger inroads throughout APA that respond to areas of need relevant to Division 20. Continued advocacy for increased funding for research on adult development and aging and its subsequent application in practice and applied settings is essential if we are to improve our ability to address key social issues and challenges over the next few decades. Continued improvement in clinical diagnosis and intervention, especially with older adults, requires increased awareness of and appreciation for the unique aspects of older people. As a Division, we should set these two areas, advocating for increased research funding and increasing the recognition of the uniqueness of older adults in clinical practice, as the primary goals for the Representatives to APA Council.

These goals can be achieved in two principle ways. First, based on my previous term on Council and my continued connections to it, there is support among other Council members for issues of concern to Division 20. Our Council representatives must create and secure coalitions among Council members to coordinate these efforts in order to shepherd them through the process. My experience in this regard will be an asset; my knowledge of the structure of Council and APA means that the Division will be in a position to shape the issues being considered at the various APA Boards (e.g., Scientific Affairs, Educational Affairs, Professional Affairs, Advancement of Psychology in the Public Interest). Second, Council representatives play a key influential role by communicating with the various Directorates within APA. My experience indicates that the staff are influenced most by those who understand their Directorates. I will do my best to use my experience to ensure that Division 20's issues are reflected in their agendas and major initiatives.

Paul T. Costa

Biosketch

Since 1978 I have been a full-time researcher in the field of adult development and aging and for the last 15 years been the Chief of the Laboratory of Personality and Cognition, National Institute on Aging, Gerontology Research Center. After receiving my PhD from the University of Chicago, I taught at Harvard University and the University of Massachusetts at Boston before moving to Baltimore.

My enduring interests are in the structure and measurement of personality, emotions and psychopathology and in life-span development. With my long-term collaborator, Robert McCrae, we developed the NEO Personality Inven-

Candidates: APA Council Representatives

tory-Revised and have tried actively to advance and develop the Five-Factor Model of Personality and a Five-Factor Theory of Personality. I have been active in a number of organizations serving as Past President of the International Society for the Study of Individual Differences, and past president of the Adult Development and Aging Division (20) of the American Psychological Association. I feel very lucky to have been honored as a recipient of the NIH Director's Award from Dr. Harold Varmus. But an even more significant honor was to be given Distinguished Contribution Award from Division 20.

Statement

By agreeing to run as Division 20 Council Representative to APA, I pledge to continue to be a strong advocate for research and to work hard to serve Division 20 members' interests and concerns before APA's governance board as your representative.

Judith A. Sugar

Biosketch

Judith A. Sugar is an Associate Professor in the interdisciplinary Health Ecology Department at the University of Nevada, Reno. She has served as Director of the Sanford Center for Aging, Associate Dean of the Graduate School at UNR, and Associate Director of the Borun Center for Gerontological Research at UCLA. She received her Ph.D. in life-span developmental psychology from York University in Toronto, was awarded a Postdoctoral Fellowship from the Social Sciences and Humanities Research Council of Canada, and, prior to assuming her current position, was an Assistant and Associate Professor of Psychology at Colorado State University, and Research Fellow and Visiting Faculty at the Division of Geriatric Medicine and Gerontology at UCLA School of Medicine.

riatric Medicine and Gerontology at UCLA School of Medicine.

Dr. Sugar has been an active member of Division 20 since she joined APA more than 15 years ago. She has been privileged to serve the Division in many capacities, including Member-At-Large of the Executive Committee, Elections Committee Chair, Program Committee, Research Awards Committee, Education Committee, and reviewer for annual conference submissions. Dr. Sugar is also a Fellow in the Association for Gerontology in Higher Education, and a member of the Behavioral and Social Sciences Section of the Gerontological Society of America. Her primary research focus is on the assessment and enhancement of quality of life. She is also interested in memory, memory strategies, and diversity issues in aging. Dr. Sugar's work has resulted in more than 90 authored and co-authored journal articles, book chapters, books, invited colloquia, and presentations at national and international conferences.

Statement

In this new age of changes, including those associated with APA's annual meeting, Division 20 must continue to be a leading advocate for the field of adult development and aging in research, teaching, and clinical practice. We should seize the opportunities that change presents to see our mission in a new light. Because aging issues are relevant to all of APA's constituents, we can build new partnerships with divisions and committees within APA, reach out to recruit new members and students to our division, and work with APA's Committee on Aging to increase our impact on policies and practices affecting older people. If elected as a Council Representative, I look forward to playing an active role in furthering the contributions of our division to adult development and aging.

Susan Krauss Whitbourne

Biosketch

Susan Krauss Whitbourne is Professor of Psychology at the University of Massachusetts at Amherst. Dr. Whitbourne obtained her Ph.D. (1974) in Developmental Psychology from Columbia University and completed a post-doctoral training program in Clinical Psychology at UMass (1988). Prior to joining the UMass faculty, she was an Associate Professor of Education and Psychology at the University of Rochester (1975-84) and an Assistant Professor of Psychology at SUNY College at Geneseo. Currently Psychology Departmental Honors Coordinator at UMass, she is also Faculty Advisor to the UMass Chapter of Psi Chi, a position for which she was recognized as the Eastern Regional Outstanding Advisor for the year 2001. Her teaching has been recognized with the College Outstanding Teacher Award in 1995 and the University Distinguished Teaching Award in 2001.

Over the past 20 years, Dr. Whitbourne has held a variety of elected and appointed positions in Division 20, including President (1995-96), Treasurer (1986-89), Secretary (1981-84), Program Chair (1997-98), Education Committee Chair (1979-80), Student Awards Committee Chair (1993-94), Continuing Education Committee Chair (1981-82), and Elections Committee Chair (1992-93). As Chair of the Student Awards Committee, she was co-PI with Sherry Willis of the original Retirement Research Fund Student Research Grant that has provided awards and fellowships to numerous students from high school to post-doctoral levels. During her year as President, she established as a priority the development of the Division 20 Web

Council Rep. Candidates continues on page 14

Candidates: APA Council Representatives

Council Rep. Candidates continued from page 13

Page, which is now a model for other divisions through the dedication of its founder, Michael Marsiske. Dr. Whitbourne is also a Fellow of the Gerontological Society of America, and is currently serving as Chair-Elect of the Student Awards Committee. She is a Fellow of Division 2 (Teaching) and is currently a nominee for Fellow in Division 12 (Clinical). She began a 3-year term as member of the APA Committee for the Structure and Function of Council in 2002.

Her publications include twelve published books and two in preparation, and nearly 100 journal articles and chapters, including articles in *Psychology and Aging*, *Psychotherapy*, *Developmental Psychology*, *Journal of Gerontology*, *Journal of Personality and Social Psychology*, and *Teaching of Psychology*, and chapters in the *Handbook of the Psychology of Aging*, *Clinical Geropsychology*, *Comprehensive Clinical Psychology (Geropsychology)*, the *Encyclopedia of Psychology* and the *International Encyclopedia of the Social and Behavioral Sciences*. She has been a Consulting Editor for *Psychology and Aging* and serves on the Editorial Board of the *Journal of Gerontology*. Her presentations at professional conferences number over 175, and include several invited addresses, among them the APA G. Stanley Hall Lecture in 1995, the EPA Psi Chi Distinguished Lecture in 2001, and the SEPA G. Stanley Hall Lecture in 2002.

She has written several texts in the field of psychology of aging, including "Adult Development and Aging: Biopsychosocial Perspectives" (Wiley, 2001). Most recently, she is the first author (with John Cavanaugh) of "The Aging Dimension in Undergraduate Psychology Courses," to be published

by APA Books with profits benefiting Division 20.

Statement

My involvement in APA and in particular, Division 20, has spanned the twenty seven years of my professional career. In my current term as Division 20 Council Representative, I have set and met a number of goals to enable the "voice of aging" to be heard across APA. Most importantly, I am an active member of several caucuses within Council. These caucuses are where much of the real action takes place, as agendas are set and voted upon affecting the entire organization according to the recommendations of these groups. Specifically, I represent Division 20 on the Women's Caucus, the Caucus for the Optimal Utilization of New Talent (COUNT), the Coalition of Academic, Scientific and Applied Psychology (CASAP), of which I am an Executive Board member. I am involved in these groups because I believe that it is through lateral connections that aging concerns can best be addressed in APA. Throughout my term, I have also provided detailed reports to the membership of Division 20 so that everyone can be informed about the actions of Council as they impact our members. For example, in the past year, considerable debate has occurred about APA's ratification of standards for the treatment of older adults. In addition, I have informed our members about upcoming presidential elections that I felt could be important for the recognition of aging interests in APA. At the risk of overloading everyone's overly full email inboxes, I have also passed along to the Division 20 listserv announcements or issues that come through to the Council of Representatives listserv, such as the 9/11 responses of the APA Disaster Relief Network and the controversy surrounding the publication of an article in the *American Psychologist* that was critical of APA.

A crucial way to represent the interests of our division in APA is to have more votes in Council. Therefore, over the past year I worked with Ron Abeles to ensure that the members of Division 20 had the information about the council apportionment ballot in time to affect the outcome. As is evident by the fact that two seats are now being voted upon, it is obvious that this campaign worked!

One goal that I wish to continue to work on if elected to a second term is to encourage more Division 20 members to become involved in APA Governance. I have already begun this process by working with the executive committee of CASAP to develop slates of nominees that the caucus will support as a group. It was through CASAP's support that I was elected to the Committee for the Structure and Function of Council. CASAP has set as its mission the nomination and eventual election of representatives from its member divisions to the various boards and committees of APA. Similarly, I have worked with the Women's Caucus to advance recognition of the concerns of aging women.

Although I have been involved for many years with APA, it was not until I was on Council that I realized the importance of using the governance structure for advancing our division's agenda. APA Council is a fascinating governing body and I wish that more of our members could have a glimpse into its intricate workings. By serving for one more term, I will do my best to provide the membership with as in-depth a view as possible of Council's decision-making processes. I will also work to continue to advance the aging agenda both in Council and in APA as a whole.

Teaching Tips continued from page 3

iors using a class exercise on estimated longevity. Straub (2001, p. 222) and several websites (e.g., www.life-expectancy.longtolive.com; www.realage.com; <http://www.beeson.org/livingto100/default.htm>) include "longevity calculators." Students can use these to approximate their own longevity based on current health behaviors and accumulated life-style factors. Many undergraduates have never considered putting a specific age to their own life span, which many find intriguing. Further, the exercise emphasizes personal control over many aspects of aging and mortality, in addition to inherited predispositions to disease. I usually use this option as an in-class exercise, but students could also make presentations or write papers about the connection between their health behavior and their estimated life span.

In sum, these are just three ways to include aging, once the commitment is made to do so. There are many other opportunities, even when the main textbook has only minimal information.

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Mentoring continued from page 4

• Everyone needs to be appreciated and encouraged. There are a wealth of ways to build in recognition of accomplishments.

Mentoring graduate students is an experience that entails both teaching and learning. Working together on research is fun. Many times I have found new interests due to graduate students. To me, perhaps the most gratifying part of being an academic is watching students develop, achieve professional success, and find personal happiness.

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

The Division 20 Education Committee has posted the new Guide to Graduate Study in the Psychology of Adult Development and Aging on the Division's webpage. The web address is <http://aging.ufl.edu/apadiv20/div20g01.htm>. Grateful acknowledgments go to the University of Utah's Department of Psychology for financial support, and Emilie Wilkinson for clerical assistance. Additional thanks go to Karen Fingerman, Education Committee Co-Chair, and Mary Ann Parris Stephens, Treasurer, for their support and assistance.

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

Please visit the guide and check whether the information that was gathered (in 1999-2000) about your programs is still accurate. If there is anything that you would like to add or change, please go to <http://aging.ufl.edu/apadiv20/guidesurv.htm> and enter the information that you would like to have included in the guide.

Entries were included in the Guide based on the results of a survey and additional research on the web. The survey was sent to 536 doctoral programs in Canada and the United States, involving both developmental and human development programs. The survey procedure yielded 101 general program responses. Colleagues whose programs/departments are not included in the current guide are encouraged to submit the relevant information, and this information will be incorporated as quickly as possible. Please remember that this guide is a "living document" and that its "quality of life" depends on the contributions and investments of all of us. The Education Committee hopes that many of you refer your students to this guide and that it will be put to good use by your students.

Manfred Diehl
Co-Chair of the Education Committee

Blanchard-Fields continued from page 6

Statement

Division 20 has much strength and this is a particularly good time for the Division given that the new APA President-Elect has always been a friend to aging. Our division is central to APA. For example, the Committee on Aging is up and running and doing well. We got our second Council seat back, and with a little effort we could have three. Finally, one of our major strengths is that our Division is what a division ought to be. By this I refer to the fact that we enjoy mutual respect and harmony in relationships between practitioners, professionals working in long-term care, clinicians, and scientists and in our concern for important public interest issues. Our members are intimately involved in the division, and we are all active. Thus I feel it is important to maintain this strength of unity. When one area in our division is experiencing problems we all feel it, whether the problem arises from research funding issues or policy issues such as Medicare reimbursement. For example, we have witnessed the disturbing loss of our CE accreditation. When I became the chair of continuing education I learned first hand the importance of communicating and fostering the reciprocal connection between basic and applied research. This loss jeopardizes that goal. Thus it is important for Division 20 to regain our CE accreditation.

Along these lines I feel it is important for APA to get more involved in policy issues regarding older adults. We are at a time in history where the future of older adults is going to be determined in the next few years. We are approaching a critical window of opportunity for our division to be involved in mapping future policy issues pertaining to Medicare, Social Security, and long term care. These issues are no longer looming in our future. Potentially fundamental legislative decisions about changes in Medicare and So-

cial Security, for example, are going to be made now. We want to be involved and have an impact. In a very real sense these issues affect the health and well being of older adults, especially very old adults.

Finally, it is important for our division to advocate for further growth in funding aging-related research and training programs. I have had the opportunity to be involved in developing a number of research initiatives within NIA as well as training programs for young scholars in generating grant proposals and funding opportunities. We need to promote this form of advocacy in order to nurture the future of our discipline.

Knight continued from page 6

Statement

I consider Division 20 to be my Divisional home within APA. Division 20 is unequalled in its record of promoting excellence in science, education, and practice with respect to psychology and aging and life span approaches to psychology. The potential for an expansion of influence of the Division within APA has never been better. In the last apportionment ballot, we won back our second seat on APA's Council of Representatives. The creation and growth of the Committee on Aging gives the Division another ally in communicating with and influencing the APA governance structure. In recent years, candidates for APA President have paid increasing attention to courting endorsements from our Division. These are positive signs for a more consistently prominent place for life span and aging issues within APA.

Along with everyone else in APA, the Division faces the challenge of understanding, and either adjusting to or working to change the new structure for the annual meetings. The Execu-

tive Committee is keeping a close eye on these developments at the 2002 meeting and will work to keep Divisional programming and other opportunities for life span and aging programming at a prominent level in the annual meeting program. We also continue to work to increase the involvement of students in formal and informal programs at the annual meeting. These would be priorities of mine as division president.

If elected, I would look forward to working with the Executive Committee to advance the interests of the members of Division 20 within APA and to continue to promote the awareness of aging research, education, and practice policy issues within APA. I would also look forward to continuing the Division's excellent record of service to its membership by providing a focal point for the discussion of aging issues and various methods to communicate about adult development and aging resources in research, education, service, and policy.

Are You In The Division 20 Website Directory?

Division 20 maintains an on-line directory of web pages at <http://www.aging.ufl.edu/apadiv20/memlink.htm>. You'll find links to the latest information about many of our members and their environments.

Unfortunately, web links tend to become obsolete fairly quickly, and many other members have not yet had a chance to add their information.

Linking your web pages (whether it is a full laboratory site, or just a one-page online biosketch) is fast and easy. Use our on-line website submission form, and your internet presence can be registered as well. The on-line form can be found at <http://www.aging.ufl.edu/apadiv20/>.

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ogy/*Geriatrics*, as well as various encyclopedias and handbooks. I am currently on the editorial board for the *Journals of Gerontology: Psychological Sciences*, and co-editor for *Psychology and Health*. I was also associate editor for the *Journal of Personality and Social Psychology*.

Statement

One of the most rewarding aspects of gerontology is that one must take a broad stance on a variety of topics to understand the aging process. Physical, mental, social, and cognitive health are all tightly intertwined in aging. Division 20 has done an excellent job in developing the architecture for both the promotion of new knowledge and its dissemination within psychology, both by developing a highly respected journal and by linking with other divisions to help them apply knowledge in aging, such as the effort to develop guidelines for clinical gerontologists. Given the recent changes in NIH, we need to lend our full support to the promotion of aging research and broaden and extend our ties with other divisions. We also need to continue promoting education in gerontology at both the undergraduate and graduate levels. As secretary, I will keep the minutes up to date and facilitate communication with APA governance.

The National Center for Health Statistics has released four reports in its series on "Trends in Health and Aging," which the National Institute on Aging supports. The reports are available in printed form or online at www.cdc.gov/nchs/agingact.htm.

--Trends in Causes of Death among the Elderly
 --Trends in Vision and Hearing among Older Americans
 --Oral Health of Older Americans
 --Changing Profile of Nursing Home Residents: 1985-1997

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(and older) adults; and stereotypic threat and self-efficacy in African American elders as a function of skin color. Beyond self-efficacy, other current research with students includes the nature of friendships in adolescents and elderly adults via Erikson's identity and Sullivan's chumship constructs, and self-evaluations of body image among young, middle-aged, and older women via social comparison theory.

As the field of psychology continues to become more specialized, it is increasingly important to foster interdisciplinary connections in order to extend the knowledge and understanding of aging issues beyond our own domain. As secretary of Division 20, I would work to share and exchange knowledge of our Division's work on adult development and aging with other divisions of APA. This would entail keeping careful and detailed records of the Division's meetings and activities, which fall under the purview of its secretary, in concert with other members of the Executive Board, and then disseminating summaries of our activities to other divisions. I would welcome the opportunity to serve Division 20 in this capacity. At the University of Richmond, I am presently a member of University Faculty Council, Chair of the Arts and Sciences Tenure and Promotion Committee, member of the University Institutional Review Board, and Honors Coordinator and Colloquium Chair in the Department of Psychology. Service to these committees as a representative of various constituents provides a good, solid experiential background to serve Division 20 as a member of its Executive Board. I would be honored to do so.

All Members Encouraged To Join Division 20 Listserv

It's just a few clicks away...

Over 900 Division 20 members and student affiliates currently belong to the Division's listserv. The list, which sends out about 2-4 messages a week, is a useful repository for job, funding, conference, award, student, and other informational notices.

Joining is easy, as simple as sending a one-line "signon" e-mail to the division's listserv computer. Instructions can be found at <http://aging.ufl.edu/apadiv20/psyaging.htm>.

One point of clarification: *Joining Division 20 does not automatically subscribe you to the listserv*. There are procedural complexities that make it impossible for us to automatically sign new members up; moreover, some members prefer not to be joined to the listserv. Please take one minute to subscribe yourself to the list if you are interested.

There is also an on-line digest of our listserv, and much other information, at the Division's web page. Please visit <http://aging.ufl.edu/apadiv20/apadiv20.htm> for much information about adult development and aging.

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

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

This document will remain continuously available on the website.

Special Feature: APA Presidential Initiatives 2003

Robert J. Sternberg

IBM Professor of Psychology and Education, Department of Psychology, Yale University
 Director, Center for the Psychology of Abilities, Competencies, and Expertise (PACE Center), Yale University
 President-Elect, American Psychological Association

1. **EDUCATION.** My primary initiative relates to education. In the past, the school-reform movement has had relatively little input from psychology and psychologists. Much (although certainly not all) of it has been characterized by administrative restructurings or educational programs lacking supportive empirical data. I am hoping to find a way for psychology to have greater impact on schools. I hope to work with the Education Directorate, relevant APA divisions (such as but not limited to 2, 15, and 16) to increase the visibility and impact of psychology on education. I have already met with Assistant Secretary of Education Grover Whitehurst, a psychologist, to discuss possible joint efforts, and would welcome input from all of you regarding the best paths to follow in such an initiative.

My own particular issue is with recognizing and developing talent that right now schools perhaps do not value as much as they might. I became interested in this field when low IQ scores as a child resulted in my being treated as a "loser." I saw first-hand how expectancy effects can damage a child's career. I also experienced, like Phil Zimbardo, the embarrassment of getting a C in my introductory-psychology course, and of being told by my professor that I would go nowhere in psychology and ought to look to other career possibilities. I seriously believe that there are many students who could make a difference to their chosen field if they were not discouraged early on. Please help me to fulfill this initiative by giving me your advice.

2. **PRACTICE.** I hope to work hard to achieve five goals: (a) decisions about types and length of therapy made by therapists and not "bean-counters," (b) prescription privileges for trained psychologists, (c) parity in insurance payments for all types of disorders, (d) removing stigma associated by some with seeking psychotherapy, and (e) increasing job prospects and income for practitioners. I have talked to the staff of the APA Practice Directorate about possible ways to achieve our shared goals in this regard. I have also written some articles on these issues, and would be glad to pass them on to anyone who might be interested. Because I am not a traditional practitioner, I urgently need your help.

This article is adapted from an e-mail letter sent by Dr. Sternberg to the APA Council of Representatives in February 2002. Dr. Sternberg welcomes input. His e-mail address is robert.sternberg@yale.edu.

We thank Sue Whitbourne for passing the letter to us and Bob Sternberg for granting us permission to print it.

Harvey and Marty

I believe that, in the past, there have been times when science-oriented members of APA have needed help from practice-oriented members to save jobs and increase grant funding. Today, practice-oriented members need help from science-oriented ones. As President, it is imperative that I help APA make headway in achieving these goals, and I welcome hearing from you as to how we can reach these goals. New Mexico is a start, but only a start!

3. **SCIENCE.** Scientists need to be reassured that APA is totally committed to academic freedom, as I know it is. I will contribute to this reassurance. But I think we need to get our own house in order. Three issues that I think are particularly important are these.

First, I am concerned about nasty reviews of articles. It is important that savage reviews of articles not be transmitted to authors. Ideally, they would never be written in the first place. But they are. I received a review recently suggesting I limit myself to studying problems more in line with my level of intellectual competence. (The reviewer must have seen my old IQ scores.) At my age (52), such a review is mildly humorous; but I think it can be tragic when sent to a young person just starting out in the field. Young people may become discouraged or even give up the fight. I know there are times when I almost did. Such reviews should never see the light of day. Reviewers (and editors) can and should convey whatever message needs to be conveyed, but in a respectful and humane way.

Second, I think it imperative that editors and reviewers not allow their scientific "biases" to creep into their feedback. I have seen cases where an editor essentially dis-

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agrees with a certain psychological approach or theory--and of course we all have our personal views--but then disallows articles that use these approaches or theories. Obviously, one does not want to publish "pseudoscience." But one must be careful not to be swayed by ideology. As an editor, I have accepted many articles with which I was strongly in disagreement. My role as editor is not to pass on whether I agree with what is said; my role is to pass on quality. I have certainly made mistakes as an editor; all of us who edit need to do our best to do our job as well as possible.

Third, we need to encourage authors to submit their best work to APA journals. I believe some authors have become discouraged by low acceptance rates, long wait times for feedback, or long publication lags. We need to assure authors we work for them.

Lest anyone misunderstand, I wish to add that I am not being generally critical of APA or of APA editors: APA probably has the strongest publication program of any professional association, bar none. I do believe, however, that one can make any system better, including our own. For example, I am very proud of our PACE Center at Yale, but that does not mean it cannot be better. We need to work to improve even our strongest assets. Your suggestions about how to do so are most welcome.

4. PUBLIC INTEREST. Like many of you, I am interested in the problem of hate, and have even proposed a theory of it. Eventually, a journal may even accept the article proposing my theory! I have also proposed (and even published!) a theory of wisdom. I believe that wisdom is one important solution to the problem of hate. Wise people do not hate. Even people who have endured severe injustices, such as Mohandas Gandhi, Martin Luther King, and Nelson Mandela, can rise and have risen beyond retribution to become world leaders toward peace and justice. I believe that in schools and society, we need to think a great deal not just about how much knowledge our children acquire, but also, about how they USE this knowledge. Please help me to infuse teaching of wise thinking into our schools and society.

5. UNIFIED PSYCHOLOGY. Like Phil Zimbardo, Norine Johnson, and many others, I believe that the fissures that have emerged in psychology are much to our own detriment. We cannot speak with a strong voice to the outside if we are torn by conflicts inside. I would like us to work together to promote unification. (Please see my December, 2001, *American Psychologist* article with Elena Grigorenko on Unified Psychology, or my January, 2002, article in *The National Psychologist*, for more details.) I

hope to create a task force to work on unification so that we will work together and put our divisions behind us.

I would most gratefully welcome your suggestions, questions, and support in achieving these initiatives. I would also welcome hearing about any issues you believe to be important, which might form agenda items for 2003. Meanwhile, I plan to work closely with Phil Zimbardo, our 2002 President, to achieve his initiatives and to help him make APA and psychology the best they can be.

Thank you. I would love to hear from you.

News for Students!

As your Division 20 Graduate Student Representative, I would like to inform you of some interesting opportunities for graduate students.

APA Convention in Chicago: A Preview on Student Events

The topic for the student symposium that I have organized this year will be on "Role Management in Careers in Adult Development and Aging". A stellar group of speakers will discuss pressing issues on this topic. Susan Whitbourne will speak about balancing work and family demands. Gregory Hinrichsen will speak about managing clinical practice and research productivity. Jennifer Margrett will speak about role transitions in early career stages. This symposium is sure to spark your interests!

Stay tuned for details on student social events planned for this APA convention.

Funding Opportunities

1. Students who are APAGS members and first authors are eligible to have their APA Convention registration fees waived.

2. All APA student members are eligible to apply for a \$300 APA student award to support travel to the 2002 APA Convention. The application deadline is April 1, 2002.

Please check out the website for further details: www.apa.org/science/travinfo.html

If you wish further details, please contact me.

Cindy de Frias
cdefrias@uvic.ca

Attending to Psychosocial Issues Near the End of Life

James L. Werth, Jr. and Dean Blevins

The University of Akron

The fact that it can be helpful to think about and prepare for the end of life (depending on one's cultural belief system) is not a revelation to members of Division 20. Nor, we would imagine, is the fact that research and practice have demonstrated that the most important determinants of quality of life and decision-making at the end of life are psychosocial – psychological (e.g., clinical depression; existential issues), interpersonal (e.g., perception of being a “burden”), and societal (e.g., cultural factors, financial concerns). However, as we know, what is self-evident to us is not necessarily so for others. When reviewing end-of-life research agendas, funding priorities, and policy proposals, psychosocial issues are nowhere to be found.

In an effort to begin correcting this situation, we coordinated an international conference entitled *Attending to Psychosocial Issues Near the End of Life* that was sponsored by the Society for the Psychological Study of Social Issues (SPSSI; Division 9 of APA). The conference was held in collaboration with the American Psychological Association (Office on AIDS, Public Policy Office, and Ad Hoc Committee on End-of-Life Issues), Institute for Life-Span Development and Gerontology (Harvey Sterns, Director), Western Reserve Geriatric Education Center (Julia Rose, Director), and The University of Akron (Department of Psychology)

Thanks to generous funding from SPSSI, the first conference specifically devoted to psychosocial issues near the end of life was held in Cleveland, Ohio on February 2 and 3. Over the course of the two days nearly 100 people attended from across the United States, Canada, and from as far away as Brazil. True to gerontological tradition, numerous disciplines were represented by the presenters and participants: psychologists, nurses, social workers, counselors, physicians, and clergy worked together to facilitate an interdisciplinary approach to improving research, training, and practice related to psychosocial concerns near the end of life. We summarize the events of the conference here, but if you want more information, check out the conference website at <http://www.uakron.edu/eol/> conference.

Plenary presentations on the first day were offered by William Breitbart (Memorial Sloan-Kettering Cancer Center) and Karen Orloff Kaplan (Partnership for Caring and Last Acts). These were followed by a panel on research which included presentations by Stephen Connor (National Hospice and Palliative Care Organization), Margaret Stroebe

(University of Utrecht, The Netherlands), Ann Knebel (National Institute of Nursing Research), and Ronda Hughes (Agency for Healthcare Research and Quality). After these presentations, the participants broke into small groups, facilitated by individuals associated with the APA's end-of-life activities, and developed research and funding agendas. Each of the small groups presented their ideas before the entire group, followed by feedback and commentary from the research panelists. The results of this large group discussion (and the one held on the following day) are being prepared for distribution to policymakers and federal funding agencies. The day ended with a reception sponsored by the APA's Ad Hoc Committee on End-of-Life Issues.

The second day began with a panel on improving care and included Steven Passik (Community Cancer Care, Inc., in Indianapolis, Indiana), Danai Papadatou (University of Athens, Greece), Katherine Marconi (Health Resources and Services Administration), and Jeff Lycan (Ohio Hospice and Palliative Care Organization). Similar to Saturday, there were small group discussions, this time focused on care provision and training. Before the large group discussion, however, there was a luncheon presentation by U.S. Representative Tom Sawyer (D - 14th, OH) about Congress and end-of-life/aging policy. Following the large group discussion, participants could choose from one of five workshops: Advance directives (Peter Ditto, University of California - Irvine), interdisciplinary care (Donna Kwilosz, University Hospitals of Cleveland, and colleagues), meaning reconstruction and loss (Robert Neimeyer, University of Memphis), depression and hopelessness (Barry Rosenfeld, Fordham University), and cultural considerations near the end of life (Sharon Valente, University of Southern California).

The feedback has been uniformly positive, so we are considering holding another conference in about 18 months. If you have any questions about the conference, or want to learn about what our Working Group to Improve Psychosocial Care Near the End of Life (<http://www.uakron.edu/eol/>) is doing, please do not hesitate to contact us (jwerth@uakron.edu or dblevin@uakron.edu).

From Douglas Kimmel, Fellow

I have just sent a modest contribution to the American Psychological Foundation (750 First St., NE, Washington 20002-4242) in memory of Bernice L. Neugarten, Ph.D.

Perhaps others in the Division might also want to do likewise.

Awards

The Margret M. Baltes Award

Roger A. Dixon

Division 20 is fortunate to have several mechanisms for recognizing achievements among its members and students. One of the most recent awards is the "Margret Baltes Dissertation Award in the Psychology of Aging". This new award is sponsored by the Margret M. Baltes Foundation for the Advancement of Young Scientists in Lifespan Psychology and Gerontology.

The late Margret Baltes was a Fellow of Division 20 and a major contributor to several literatures in the psychology of adult development and aging. In fact, since her own PhD (1973), she contributed over 100 publications, many of which were co-authored with graduate students and junior scientists. Since her untimely

death in 1999, many Division 20 colleagues have testified to her profound personal and professional influence on them. Partly because of Margret's dedication to young scientists, the Foundation believed that honoring the author of a recent dissertation in the psychology of aging was a fitting tribute to her memory.

Details of the award were worked out by three former Presidents of Division 20—Paul Baltes (President of the Margret Baltes Foundation), Toni Antonucci, and Roger Dixon. Each year an outstanding dissertation will be selected by a Division 20 presidential committee. The author will receive a prize of \$1000. In the first year of the award (2001), many excellent dissertations were submitted. The first recipient was Dr. Mara Mather (PhD, 2000, Princeton). Division 20 is pleased to be able to offer this prestigious new award to its junior members.

Hyde Graduate Student Research Grants

Proposals are being sought for the Hyde Graduate Student Research Grants. These grants, each up to \$500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of Janet Hyde, Ph.D., who donates the royalties from her book, "Half the Human Experience," to this fund.

For more information, please check <http://www.apa.org/divisions/div35/hyde.html>. Questions can be directed to Silvia Sara Canetto, Ph.D., Chair, Hyde Research Award, Department of Psychology, Colorado State University, Fort Collins, CO 80523-1876 Phone: (970) 491-5415, FAX: (970) 491-1032; scanetto@lamar.colostate.edu.

Submission deadlines: January 15 and June 15

Division 20 Award Deadlines

March 1

-- Mentorship Awards in Aging (nominations due)
Supporting materials are due May 1

March 15

-- Teaching Award

June 1

-- Retirement Research Foundation Student Research Awards
-- Margret M. Baltes Dissertation Award
-- Springer Early Career Achievement Award in Research on Adult Development and Aging
-- Distinguished Research Achievement
-- Retirement Research Fund Distinguished Contributions Award in Applied Gerontology in Memory of Powell Lawton

2003 APA Scientific Awards

APA invites nominations for its 2003 scientific awards program. The **Distinguished Scientific Contribution Award** honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The **Distinguished Scientific Award for the Applications of Psychology** honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems. The **Distinguished Scientific Award for Early Career Contribution to Psychology** recognizes excellent young psychologists. For the 2003 program, nominations of persons who received doctoral degrees during and since 1993 are being sought. The deadline for all award nominations is June 1, 2002.

To obtain nomination forms and information, go to the Science Directorate web page (www.apa.org/science/sciaward.html) or contact Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242; phone (202) 336-6000; fax (202) 336-5953; swandersman@apa.org.

Division 20 Executive Committee Meetings

APA
08/25/2001
San Francisco

Akiyama, Hiroko; Aldwin, Carolyn; Blanchard-Fields, Fredda; Cavanaugh, John; Cohen, Anna-Lisa; Diehl, Manfred; Dixon, Roger; Hayslip, Bert; Hess, Tom; Knight, Bob; Murphy, Marty; Light, Leah; Parmelee, Pat; Smith, Jacqui; Spiro, Ron; Sterns, Harvey L.; Stine-Morrow, Liz; Sugar, Judith; Whitbourne, Susan.

The meeting was called to order at 8:05 am by Roger Dixon.

The committee observed a moment of silence to honor the memories of M. Powell Lawton and Dorothy Fields.

Secretary's Report—Bob Knight. The minutes were approved. This was followed by a discussion of the Archives collected by Bob Knight, Secretary. He noted that he had been able to collect the minutes for previous meetings back to 1993. Also, Betty Birren has delivered several boxes of old archival material including minutes, APA division programs published in *American Psychologist*, lists of Division fellows, old newsletters, presidential addresses, histories of the division, a play involving division members, and miscellaneous materials. There was some discussion of the best place to achieve the material. Bob Knight will check on the APA archives and Harvey Sterns will check on the History of Psychology archives in Akron, Ohio. The committee approved up to \$200 to hire a student worker to compile a listing of the archival material.

Treasurer's Report—Elizabeth Stine-Morrow. The budget continues to fare well and maintain a surplus. There was discussion of making the Student Program monies a regular part of the budget. It was suggested that this decision be postponed to the November

meeting in order to evaluate the experience with the programming at the current APA meeting.

There was discussion pro and con about using credit cards for payment of Division dues. There was much concern about security safeguards and potential costs and liability issues.

Program Committee Report—Tom Hess. 80 posters and 10 symposia were submitted. All were peer reviewed and accepted. There are 3 invited speakers on the division program. About one half of Division posters were included in the Focus on Science sessions at the program, so that there was some aging in all Focus on Science sessions.

There was discussion about getting the information about the location of the Hospitality Suite distributed in a broader and more effective manner. The problem is that the hotels do not decide on locations until the last minute. It was suggested that handouts could be made available at registration during the convention and the information could be posted on the division web site.

Susan Whitbourne, Council Representative, noted that there will be major changes in the Division program in 2002 as a result of the APA-wide changes in Convention programming. Division 20 will be in a cluster of divisions with Clinical Neuropsychology, Rehabilitation Psychology, Public Sector Psychology, and Alcohol and Substance Abuse. No one is clear on the precise implications for division programming at this point, but it seems certain that there will be fewer program hours for every division.

Elections Committee—Judith Sugar. It was announced that Harvey Sterns has been elected President-elect. Jacqui Smith and Judith Sugar are the new Members at Large.

Fellowship Committee—Fredda, Blanchard-Fields. Four fellows were nominated successfully: David Madden, Duke University; Jared Jobe, until recently at NIA and now at NHLBI; Michael Salamon, North Shore University Hospital and Psych Scan Inc.; and, Sara Qualls, U Colorado, Colorado Springs.

Awards Committee—Carolyn Aldwin. There was discussion of current policies that restrict some award nominees to U.S. students and to research in progress. The Committee decided to open awards to international students. There was general discussion of ways to increase awareness of awards. It was suggested that winners be announced in newsletters and in *Psychology and Aging*. Award winners could be posted on web site with photos.

There was general discussion of the structure of the Division's awards and the associated monies as well as of naming awards. The committee will investigate these issues and there will be further discussion at the November meeting.

APA Committee on Aging—Debbie Digilio. Debbie Digilio, Office on Aging, reported on three issues before CONA: (1) A study of dementia exclusions in Medicare carriers' local medical review policies; (2) Nina Levitt, Education Policy staff will monitor funding of psychology training in AoA; (3) Coalition on Mental Health and Aging will now be hosted by APA.

Science Directorate—Kurt Salzinger. The Science Directorate is encouraging psychology researchers to write Op Ed pieces on science of psychology for newspapers everywhere.

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Division 20 Executive Committee Meetings

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Newsletter Report – Martin Murphy. The division newsletter is being published 3 times per year. Deadline for Fall issue: Sept 24. A new editor will be needed beginning next year when Harvey Sterns becomes Division President.

Education – Manfred Diehl. The Committee has started a teaching tips column in the Newsletter. There is an education section on Web site. The updated Guide for Graduate Studies has been posted on the Web site. The committee co-sponsored a symposium with Medical Psych (Div 46). The book *Integrating Psychology and Aging into Undergraduate Classes* by Cavanaugh & Whitbourne is in production at APA Books.

Membership Committee – Hiroko Akiyama. Membership is better than in 99/00, but is still low compared to prior years. A problem developed with the on-line application process, which affected some users and not others, may have affected this year's figures. The problem was fixed last week.

Continuing Education Committee The Division's CE sponsorship application was declined by APA CE committee due to past departures from APA policy on co-sponsorship of CE events. Roger Dixon is pursuing renewal. A new Chairperson is needed for the Committee following resignation of Peter Lichtenberg.

Council Report Susan Whitbourne. APA-wide membership continues to decline. A lot of older members are retiring, students seem not to transition to full membership, new members often do not continue to renew membership. APA continues to study the problem. Council Representative apportionment may be changing slightly,

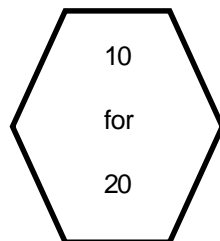
with some difference in relative balance of divisions and state associations and some changes in individual slots within these categories.

Old Business

The Executive Committee discussed whether the Division should endorse APA Presidential candidates. In some years there is only one candidate with aging interests and/or connection with the Division. Some divisions endorse candidates and this may play a role in influencing APA policies. On the other hand, not endorsing a winning candidate could have negative implications. The mechanism for endorsement was discussed. Can the Executive Committee make the decision on its own or should there be some process for membership vote? It was noted that, for the first time, Roger Dixon as Division President posed questions regarding aging interests and policies to this year's candidates with their replies to run in Fall newsletter. It was decided to continue this discussion at November meeting.

New Business

A letter from CSASP, a coalition of groups within APA which would like to increase the influence of science-oriented psychology within APA governance bodies was distributed. Discussion of the Division's response to continue at November meeting.



Gerontological Society Meeting November 2001 Chicago

Attending: Ronald Abeles, Carolyn Aldwin, Fredda Blanchard-Fields, Rosemary Blieszner, Cindy deFrias, Manfred Diehl, Bert Hayslip, Bob Knight, Dan Mroczek, Pat Parmalee, Monisha Pasupathi, Liz Stine-Morrow, Harvey Sterns, Judith Sugar, Susan Krauss Whitbourne

Called to order by Ron Abeles at 9:10 am

Secretary's Report, Bob Knight. Minutes presented and approved by the committee.

Treasurer's Report, Liz Stine Morrow. A revision of budget categories was presented which would: (1) bring Div. 20 into line with APA categories and (2) bring budget into line with actual expenditures which have been running about \$10,000 per year less than budgeted expenditures. Expenditures have been roughly equal to actual income. Division continues to maintain \$40K+ reserve fund. The budget was approved as presented. In discussion, a question was raised as to why the expense for the newsletter decreased from 1999 to 2000. The group was uncertain and the issue will be explored further. Harvey Sterns pointed out that expenses for newsletter may increase when the newsletter is moved next year.

Continuing Education: There was discussion of the need to find a new co-chair and revitalize the CE committee. The Division needs to reapply for CE provider status and to start offering CE again. It was felt that the lack of CE programs results in a significant decrease in service and in income. Harvey Sterns and Greg Smith

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Division 20 Executive Committee Meetings

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agreed to co-chair these efforts.

Fellowship Committee, Fredda Blanchard Fields. In the past couple of years, several fellowship nominees have been discovered not to be in APA's list of Division 20 members. Most were under impression that they were members. The Committee has generally been able to work out these difficulties, but it points to potential problems in the ways that membership is tracked and communicated between the Division and APA. The Executive Committee was asked to check membership lists for potential fellows for the coming year.

Membership Committee, Monisha Pasupathi. Division 20's procedure for tracking memberships is different and more complex than other divisions. The committee is exploring alternatives for changing to a simpler system. The idea of simplifying the system was endorsed.

Newsletter, Harvey Sterns. The search for a new newsletter editor continues.

Education Committee, Manfred Diehl. The committee organized and conducted a symposium at APA entitled: Educating the larger public about issues in psychology and aging. It was a cooperative effort with Division 46, Media Psychology. The Teaching Tips column in the newsletter has been continued. The education part of the Division's web page is updated regularly.

There was additional discussion about surveys of teaching in psychology and aging. Bob Knight noted that CONA is planning a survey of undergraduate teaching in psychology and aging and the Division would have opportunity to collaborate on that. Rosemary

Blieszner noted the importance of surveying departments other than psychology departments which offer such training (e.g., human development programs). Knight and Whitbourne agreed to look into possible standards for accrediting programs in clinical psychology and aging.

Awards Committee, Carolyn Aldwin. The committee was reminded that the awards for high school teaching were dropped due to lack of interest among potential applicants. The M. Powell Lawton award is being set up. Draft criteria are available for comment. It will be a distinguished contribution award for applied gerontology. There was discussion of coordinating the diverse awards of Division 20, some of which fall under the committee, and some under the president.

The Chair will update the Executive Committee Handbook to better describe what this committee does.

The Young Investigator Award will be changed to New Investigator Award. The Awards Committee will be co-chaired by Dan Mroczek and Ron Spiro next year.

It has proven difficult to make awards to those living outside the US because of the need to set up a Taxpayer ID number. The Board considered the idea of limiting these awards to US citizens for convenience but rejected it on the basis of fairness (e.g., many non-US citizens are members of APA). The Awards Committee was encouraged to find a more equitable solution, e.g., process RRF grant through APA (who may be in a better situation to find a permanent solution) rather than through the hosting university, which changes every couple of years.

The Board was asked to encourage the submission of nominations for the Master Mentor Award.

Program Committee, Ron Abeles for Michael Marsiske. The Board decided that the President-elect will select his/her program chair a year early. This will allow the incoming program chair to spend a year being mentored in the process by the current program chair. There will be a special APA program on Biocultural Determinants of Health.

We will have many fewer program hours this year due to recent changes in the way hours are allotted (total of 22 (14+8)), so that we need to use our Division suite for as many activities as possible.

Education Directorate Liaison, Rosemary Blieszner. Funding was authorized for Rosemary Blieszner to attend a meeting of the Education Directorate.

Student Representative, Cindy de Frias. The Student Committee has organized a symposium with the theme of "Role Management in Careers in Adult Development and Aging." In addition, several events are planned for the suite (including a wine and cheese gathering, and an opportunity for students to meet the Executive Committee).

Elections Committee, Ron Abeles for Chris Hertzog. The Elections Committee is working to identify candidates.

New Business APA asked Division 38 to organize a conference on Aging and Health, they in turn have approached Division 20. Carolyn Aldwin is now working with Crystal Parks to organize an APA-funded conference with the theme of whether health in older adults is more vulnerable to psychosocial factors.

Adjourned at 10:30

The Fifth Annual Research Training in Psychology of Aging Institute

Nationally recognized experts in research methodology will lead a training institute specifically designed for psychology faculty who received their doctoral degree at least 4 years ago in any area of psychology. The institute, sponsored by APA's Division 20, and funded by the National Institute on Aging (NIA), aims to strengthen participants' knowledge and skills essential for developing an active research agenda and integrating scholarship with teaching. The institute will be held at The College of St. Scholastica in Duluth, Minnesota overlooking beautiful Lake Superior from July 21-31, 2002.

The participants will have the opportunity to obtain individualized consultation with NIA staff, to interact with members of previous cohorts, and to review successful proposals developed by past participants. Participants will attend two follow-up meetings, one in February of 2003 and the other in the summer of 2003. Food, lodging, and travel support will be provided for the 15 applicants selected to participate in the program. To date, ten participants have already received NIA funding and others are in the process of preparing their grant applications. Please visit our program Web site: www.css.edu/depts/grad/nia for institute information including topics of proposals submitted to date. For more details and application materials, please contact Chandra M. Mehrotra, Director, Research Training Institute, The College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811.

E-mail: cmehrotr@css.edu. Application Deadline: May 1, 2002.

Survey Of Division 20 Award Winners

Dana Bagwell and Robin West

University Of Florida
November 2001

Last year, John Santos of the Retirement Research Foundation requested a survey of the winners of the Retirement Research Foundation Student Research Awards administered by Division 20. A survey to determine the impact of the awards program was sent by Email to 44 past award winners. A second Email was sent, one month after the first, to encourage a response from those who had not yet returned the survey.

There were 26 respondents to the survey, a return rate of 59%. All but two of these respondents had completed their doctoral degrees at the time of the survey. Two-thirds of the awardees were in traditional professorial positions at colleges and universities.

Results indicate that the awards program is having a strong impact. When asked if the award had helped them professionally, 93% were positive. Seventy-seven percent of the award recipients said that the award gave them recognition within their own departments. Recognition for their mentors was noted by 69%. One-third of the recipients indicated that it helped them to win other awards, and 42% said it was important for their job applications. One participant summarized the positive career impact of the award, saying, "it affected my career positively; it has given me credit and recognition as a researcher; it is an excellent award to have on your CV, for future jobs and grant applications."

Thirty percent of the recipients also indicated that the award helped them professionally because it made it possible for them to concentrate more on their research. gave them the confi-

dence to continue in research, or to redirect their research efforts. One young professor said that the confidence that the award provided "made me feel I could, maybe, spread my wings and see how far I could fly, and in fact, I crossed an ocean" (this student sought and obtained a postdoctoral position outside the U.S.). This confidence is important. More than half, 58%, of those responding said that this award encouraged them to apply for other competitive awards.

With respect to specific research projects and research interests, the graduates were asked to report whether the award affected the kind of research work they were able to do. Awards for completed research are unlikely to influence the resources students have for conducting research; thus, it was not surprising that 44% of the respondents indicated no impact of the award on specific research. At the same time, 40% indicated that the award made it possible for them to pay research participants, and 20% said that the award paid for travel. Another 9% indicated other positive effects, such as departmental provision of more research space or additional funding. One participant indicated that her Master's research "would have taken much longer without your support." Overall, 34% indicated that the award permitted them to complete their research faster.

A full 96% continued working in aging research after receiving the award and 81% reported that they were still studying research topics similar to the topic of their award-winning submission. This is a strong indication of research continuity for these award recipients. Students were also asked if the award affected their research interests. In response, 30% said they had broadened their interests; 54% said they continued to do aging research because of the award.

Awards Survey continues on p. 27

APA Council Report

Susan Krauss Whitbourne

The February meeting of APA Council had more than its share of surprises this year. A most significant and welcome turn of events for our division is the increasing recognition within APA of the importance of demographic changes with the projected increases in the older adult and ethnic minority population and, at the same time, approval of a CONA-initiated resolution stating that the American Psychological Association rejects ageism "in all its forms and is committed to support efforts to eliminate it from our society." With two Council Representatives in place next year, we will be able to be even more effective in getting across the aging message.

A second major move is an attempt to reorganize Council meetings so that we spend less time on "business as usual" and more time on the fundamental issues in psychology, particularly the future of APA. As a newly-elected member of the Committee on the Structure and Function of Council, I am hopeful that I will be able to work to reshape the content as well as the shape of next year's meetings so that we can address the real problems facing APA in terms of changes in membership, publications, and the distribution of power. Old timers may see this as just another reinvention of the wheel, but I am honestly hopeful that this will not be the case. APA President Phil Zimbardo seems committed to making changes and taking a fresh look at how things are done.

Now on to some specifics:

Zimbardo announced his presidential initiatives. The first is called "Psychology Makes a Difference." With this initiative, Zimbardo hopes to present a positive image of APA to the public by showing that studies done by psychologists have made an impact on our society by serving the public interest. He has posted a survey on the APA web site which asks for findings that would help support this image-shaping campaign. I encourage you to fill this out and don't be shy about including your own research. We should get aging to the forefront of this campaign! The second initiative is an APA-sponsored high school psychology text. I have already spoken to Gary VandenBos, who will oversee this project as the head of APA publications, and he has agreed that aging will be included in this text in a significant way. Third, Zimbardo is bringing together unifying themes in psychology, and has begun this initiative by publishing a brochure for the public on shyness. Fourth, he is committed to finding creative solutions to change the face of Council specifically, how to improve minority representation. Fifth, he is look-

ing for ways to "give psychology away to the media." He would like to see psychology correctly represented in the media and to this end will be working with APS on some joint projects. Again, here is an area in which aging should be represented. I invite all Division 20 members to share your expertise by contacting Zimbardo and letting him know of your interest. He is very responsive to feedback. Finally, Zimbardo has ambitious plans to make the Convention innovative and, dare I say, fun. The opening ceremony will feature the Soul Children of Chicago and Studs Terkel. There will be a closing ceremony for the first time ever in which Second City will perform. Throughout the convention, there will be socially relevant symposia with a variety of speakers, including topics of terrorism, suicide bombers, and cults of hate. In a series on "Honoring the Mentoring Tradition," he has invited famous psychologists to interview their mentors, and in turn to have their students interview them. He also hopes to have psychologists performing music throughout the convention so if you'd like to strut your stuff for an audience, please volunteer!

A topic with widespread implications for all APA members is that of ethics. Celia Fisher, Chair of the Ethics Code Task Force (ECTF) attended Council meeting to provide an update on the work of the ECTF. A Council vote to adopt a new Ethics Code is planned for August 2002. The online posting of the Ethics Code draft was updated in December 2001 to provide individuals and groups with the opportunity to comment on line on Draft 6. The current period of member comment on Draft 6 runs through March 15, 2002, and all comments received during this period will be considered by the ECTF at their April 2002 meeting. Following the April ECTF meeting, a draft will be submitted to the Ethics Committee and the Board for approval and submission to Council for a vote in August 2002. The ECTF is eager to receive feedback from APA members on Draft 6 and the revision process.

Council approved recognition of Family Psychology as a specialty in professional psychology and approved the American Society for the Advancement of Pharmacotherapy, Division 55 of the American Psychological Association, as a permanent APA division.

In budget news, APA is running at a substantial deficit of some 3 to 5 million dollars. However, the projected shortfall is considerably smaller, \$1.5 million. Included in the budget approval was a mandate to reduce the deficit in the 2003 budget. Prior to 9/11, a surplus had been projected but obviously subsequent economic developments resulted in an erosion of those funds. APA is not in bad shape financially, however (assuming that operating deficits turn around), with \$40 million in assets as well as the

APA Council Report

substantial real estate we have in the APA building. Publications continue to be profitable, with sales of the Publication Manual in 2001 reaching \$7 million. Book order volume in 2001 totaled \$10,900,000. The number of paid serial publication subscribers in 2001 was 367,971. The number of APA members purchasing annual access to one of the electronic information packages from APA reached 7,267. Advertising sales for 2001 were on the order of \$3,500,000.

Several major initiatives are being funded by APA to follow on mandates approved by Council in previous years in accordance with emerging priorities of the organization. These are being funded by the 2002 Contingency Fund, and include \$100,000 to fund special projects for membership recruitment and retention, \$6,800 to support one meeting of the BEA Task Force on undergraduate Psychology Major Competencies in 2002, \$8,500 to contribute to the conference "Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology," \$9,000 to fund a two-day meeting to revise the Guidelines on Cross Cultural Education and Training, Research, Organizational Change, \$15,000 to conduct legal analysis on how the revision to federal statutes could potentially increase the ability of psychologists to participate as providers and authorizers of treatment under Medicaid, \$7,000 for a two-day meeting of the Task Force on Psychological Testing on the Internet to be held in 2002, \$15,000 to support the formation and two meetings of a Children and Adolescents Task Force and the Ad Hoc Committee on End-of-Life Issues, \$15,000 to support publication of a book on women of color who are leaders in psychology, and \$13,200 to fund an ad hoc Working Group on Children's Mental Health.

In an update on the American Psychologist controversy of last year, the Board of Directors reported that they voted to approve the continuation of the single editor model for the American Psychologist. A brief report to the full membership of the Association will appear in the March 2002 issue of the American Psychologist.

Perhaps the biggest surprise was the fact that the official agenda was completed well before Council's scheduled adjournment, leaving a full morning to tackle some of the larger issues facing APA. We had the luxury being able to continue the process begun last year of examining APA's priorities and suggesting specific actions that we can take to address these priorities. As Council continues to examine and re-examine the steps we can take to maintain and strengthen APA's vitality, it is clear to me that aging will be a theme that begins to trickle through (shall I say infiltrate?) the organization as a whole. I welcome your

input, particularly suggestions that can be translated into new agenda items. One Council member compared making changes in APA to turning a 150 million ton tanker -- it requires considerable advance planning. I look forward to your feedback in how we can best represent our division in this process.

Awards Survey continued from p. 25

In examining the strong positive response of these award winners, it is important to note that the sample is self-selected — 41% of the award winners did not respond. It is possible that the nonrespondents did not benefit from the award; some may have even dropped out of school. However, it is also possible that the nonrespondents are maintaining very busy and productive research laboratories and chose not to take the time away from their research.

A few of the survey questions asked about the mechanics of the award. In terms of publicity, 88% thought it was well advertised. For half of the recipients, their primary mentor/professor mentioned the award to them. The Division 20 Listserv announcement was seen by 44% and an APA Monitor story was seen by 18%.

The value of these research awards is evident in the data. They affected the direction of student research interests, made it possible for awardees to put more effort into research, and to complete more sophisticated research projects in less time. These award winners were very positive about the program overall. One replied, "The award let me know that Division 20 is interested in supporting students, and in expanding the population of researchers devoted to aging research." A full 96% of these graduates would recommend the award program to other students.

We strongly urge the Retirement Research Foundation and Division 20 to continue to support the awards program. These data on professional recognition and career advancement, research support, and continued aging research interests reveal the wide-ranging and positive effects of this successful research awards program.



10 for 20

Recruiting for Division 20

Dear members!

Thanks to streamlined membership procedures (more detail in your next issue), your latest membership chair now has time for considering ways to recruit new members into our division. To do this, I'm asking for your help.

First, what are the best benefits of your membership? Second, how can we let more people know about what our division has to offer?

Send comments and suggestions to: Pasupathi@psych.utah.edu, or write Monisha Pasupathi, Department of Psychology, University of Utah, 390 S. 1530 E., Salt Lake City, UT 84112. I'm hoping to get so much information that I can't respond individually, but look for an update on recruitment in future newsletters.

All the best,

Monisha Pasupathi

Syllabi Online

This is a request for you to consider sharing your syllabi.

I have taken over coordination of the *syllabus project* within the division's Education Committee and would like to solicit your help. The Syllabus Project provides a compilation of syllabi from a variety of undergraduate and graduate courses in Adult Development and Aging. These syllabi reflect the breadth of our field and serve as a great resource for new and seasoned educators alike who are developing or revising a course. The syllabi are available online at <http://aging.ufl.edu/apadiv20/syll.htm>

As you embark on this term with new syllabi, please consider sharing your syllabi with the Division 20 community (and beyond). The Education Committee welcomes syllabi submissions from any area of Adult Development and Aging and is especially interested in those that employ innovative readings, projects, activities, or assessment techniques.

Sean P. Meegan
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Adult Development and Aging News

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