

# Adult Development & Aging News

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Summer 2001

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## President's Message

*Roger A. Dixon*

Division 20—and the field of psychology it represents—is completing yet another successful and visible year. Here are several prominent indicators of our collective success.

**Aging: A “Spreading Activation”?** It has been gratifying to monitor (from the “inside perspective”) the continuing surge of interest in the psychology of aging—at institutional levels in APA, in numerous APA Divisions, in political realms, and in the worldwide media. Fortunately, the range of interests from these sources mirror the interests and skills of the diverse members of our division. With such a broad body of expertise to draw from in Division 20, it has been easy for me to respond to the numerous requests and initiatives emanating from the vast corners of APA (and the rest of the world). Among the many contributors this year, a special note of appreciation should be offered to our dedicated Council representative, **Susan Whitbourne**, who has faithfully and proactively kept me advised of many plot and thematic developments occurring on the APA stage.

**“Aging” at the 2001 APA Convention:** The most specific indicator of the



*Roger A. Dixon, Division 20 President*

Division’s continuing success is embodied in the program at the upcoming APA convention in San Francisco. Certainly the most conspicuous activity in the annual calendar, this year’s program features a torrid assortment of convention activities (including posters, symposia, invited lectures, and social events) from our division and other sources. To **Tom Hess**, our 2001 Division 20 program chair, we owe a debt of gratitude for crafting a remarkably diverse and captivating program (see p. 6 of this issue for a summary). The 2001 convention will be unusually rich with offerings pertinent to psychologists with interests in aging.

**Social Event:** Traditionally, a highlight of the Division 20 program is a social event to which all members and student affiliates are invited. Luckily, San Francisco offers

many spectacular settings for such events. This year’s event, organized by **Carolyn Aldwin**, promises to be one for the ages. It is being held at an excellent Spanish tapas restaurant and brew pub—in a private room complete with pool tables! We are looking forward to seeing many colleagues (eating and competing) there. (See p. 6 for further information.)

**Whither “Older Boulder”?** The APA Committee on Aging (CONA) has been examining the question of how to follow up the two previous “Older Boulder” events. **Andy Smith** reports that the next phase will focus on designing and implementing training programs for enhancing knowledge and skills related to psychological aging. These programs will be directed at pre-college, college, graduate, and (through continuing education) practitioners. (See p. 19 for more CONA news.)

**Fading Away?** Finally, this is my last column as President, heralding my moment to begin fading away. Many thanks to Past-Presidents **Timothy Salt-house** and **Toni Antonucci** for their advice over the past two years. My best wishes to President-elect **Ron Abeles** for a rewarding 2001-02 term. I have truly enjoyed the honor of serving the Division and its members.

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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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## Division 20's *Guide to Graduate Study* Updated on-line!

### Manfred Diehl

Co-Chair of the Education Committee

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 acknowledgements 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, former 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. Beginning on page 15 of this issue of the Newsletter is a list of programs included in the *Guide* at press time.

### Note from the Editor and Co-Editor

We thank everyone who contributed to this issue of the Newsletter. A special thanks to Susan Whitbourn for her discussion of the very difficult issues surrounding the Lilienfeld Manuscript.

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](mailto:membership@apa.org)). Your Newsletter editors must use the addresses that APA provides.

To allow coverage of the candidates in the upcoming election for President Elect of APA, the deadline for the Fall issue has been changed; it is now September 24. Please send stuff.

## *Teaching Tips: Where No One Has Gone Before -- Non-Traditional Ways to Engage Students*

### John C. Cavanaugh

University of North Carolina at  
Wilmington

Imagine for a moment that you are the instructor of a large (or medium or even small) section course on adult development and aging. All of your students have perfect attendance throughout the term, and are enraptured with every class meeting. They heap accolade upon accolade on you, name you as the most influential instructor in their academic career, and tell all of their friends that they simply must take your course.

Sound farfetched? Actually, it's not as unattainable as you might think. All of us have heard or read about ways to make courses more interesting; guest lecturers, films, supplemental readings, literature, music, class activities, and service-learning are but some of the suggestions made at symposia presented under the auspices of Division 20 and the Gerontological Society in the past few years (see the special section on adult development and aging in *Teaching of Psychology* [Vol. 26(1), 1999], and the special issues of *Gerontology and Geriatrics Education* [Vol. 19(3), 1999] and *Educational Gerontology* [Vol. 27(1), 2001] for several different ideas). All of these ideas are potentially great, but there is no guarantee that any one of them will make you an award winner. It's all in *how* they are incorporated.

Consider the following example. Euthanasia is a difficult topic for instructors to cover in a lecture, so many opt for some sort of alternative. A common approach is to have students read an article about Jack Kevorkian, or a series of court cases about ending life support, and then hold a class discussion. That's okay, and it can work quite well. But imagine covering the same ground but with the following panel: an

advocate of "natural death," someone who had to make the decision to "pull the plug" with a loved one, a terminal cancer patient, and an advocate of physician assisted suicide. The same concepts are covered in both examples, but the latter provides a much more powerful impact that makes the issues come alive (and reveals their true complexity).

The secret to becoming a great instructor is actually both quite simple and quite difficult—make the topic *real*. When covering material on work-family role conflict, for example, have students role play a person trying to deal with a real schedule, along with people role playing the partner and the children (try yours, if it works, or their own, if relevant) and see how well they can balance all the expectations placed on a real person. Have students try to create a way to remember a complicated medication regimen involving a dozen or so drugs, some of which are contingent on a person's daily weight (which is a good analogy for people with chronic congestive heart failure). Have students perform *King Lear* and then engage them in a discussion about family dynamics and the squabbling among siblings that sometimes occurs regarding inheritances.

You may have noticed that in all of the examples students have the opportunity to become *engaged* in the topic, by reacting to and debating a panel, by role playing, and so forth. Getting students to engage in active learning is, I believe, the most important ingredient to success in the classroom. Done well and creatively, such an approach will result in far fewer class periods spent in a traditional lecture format. Well designed interactive class periods require students to read the required material differently and more deeply than is often the case, as they are forced to apply what they have read.

Taken to another level, a course that

includes innovative interactive sessions could become a problem-based learning course in which the entire course consists of one or a series of problems or cases that students must complete with little or no formal lecturing by the instructor. Guidebooks for designing problem-based learning courses [e.g., Duch, B. J., Groh, S. E., & Allen, D. E. (Eds.) (2001), *The power of problem-based learning*, Sterling, VA: Stylus] provide specific instructions on everything from creating the syllabus to assigning grades. Research with this approach in science courses shows that students in problem-based learning acquire concepts better and perform better in subsequent courses compared with students in traditional lecture courses.

Students hunger for courses in which they can become immersed in the content. These techniques will result in wonderful class discussions (even in sections of 200 students or more, in my experience) because students will care about what they are learning and will see and feel the point of it all. Sure, you will be "out there" in the thin air, pushing the envelope, but what you will find is that both you and the students will be willing to take the risk.

In sum, the more that students have the opportunity to engage actively in learning, the more they are likely to be engaged in the course. The possibilities for such engagement are limited only by the instructor's imagination. A great way to begin is to consult the papers by your colleagues who have written about their own approaches, check the teaching portion of the Division 20 Website for additional ideas and sample syllabi, and to attend the annual teaching symposia sponsored by Division 20 during the APA annual meeting. Then put it all together your way, and go where no one has gone before. You and your students will be in for the course of a lifetime.

## *Featured Article: Issues in Rural Aging*

**Carolyn M. Aldwin & Diane F. Gilmer**

Department of Human &  
Community Development  
University of California at Davis

One of the interesting aspects of being in a land grant university with a cooperative extension branch is that faculty are viewed as a resource by the community. Cooperative extension not only addresses problems in agriculture and natural resources, but it also has a variety of programs to assist families in both rural and urban areas. As part of our extension duties, we field calls from individuals needing assistance with elders, county advisers needing information on aging to develop programs, and from local and state agencies and governments. One consequence is that we have needed to gather information on issues in rural aging that are likely to become thorny in the next few decades. Before discussing these issues, however, we would like to provide a thumbnail sketch of rural elderly.

### The Greying of Rural America

The dramatic demographic changes in the United States in the past century have been especially evident in rural areas. In the 1920s, nearly one third of Americans lived on farms, but now only about 2% do (Elder, King, & Conger, 1996). However, nearly 25% of older Americans live in small towns and farm areas (U. S. Bureau of the Census, 1996). This demographic imbalance is due to aging-in-place, coupled with the out-migration of younger people to the cities, as well as to in-migration of retired elders. According to the 2000 Census, rural counties in California are growing in population, primarily due to in-migration of retirees.

Elderly people who live in rural areas are more likely to be older (U. S. Bureau of the Census, 1996), to have less education, and to be poorer than those who live in cities (Clifford & Lilley, 1993). Although rural elderly have more children than city elderly, they are less likely to be living with a child, and, in fact, more likely to be married and living with a spouse (Coward, Lee, & Dwyer, 1993). Nonetheless, the elderly population in rural areas is very diverse. Some are lifelong farmers, others live in small towns within the rural community (non-farm rural elderly). Another group of elderly people has relocated to rural areas at retirement, often into organized communities, seeking a better quality of life (U. S. Bureau of the Census, 1996). The characteristics of this last group are different from other rural elderly in that they have higher incomes, more

education, and better health. Some retired people return to the rural areas where they had lived when they were younger. This group is not necessarily in as good health or as financially secure as the previous group (Longino & Haas, 1993).

Compared to farm and urban elders, non-farm rural elderly have less income, poorer housing, and fewer family members to provide them care if they need assistance. Non-farm rural elderly report more medical conditions and rate their health as poorer than elderly who live in cities or those who are still engaged in farming. Farm elders are among the healthiest of all elders, reporting fewer medical conditions or difficulties in completing normal daily activities. However, this same group also reports poorer self-perceived health than elders who live in the city, possibly explained by the physical demands placed on the active farmer when any type of health impairment would hinder performance (Coward, McLaughlin, Duncan, & Bull, 1994).

Rural elders are largely European Americans, and only about eight percent of elderly people living in rural communities are from minority groups (Kivett, 1993). African Americans make up the largest proportion of these elderly. Older Mexican Americans, who return yearly with their families to migrant camps, are more than twice as likely to live in poverty as European American elders. Over half of the population of Native Americans lives in rural areas.

### Access to Health Care

Access to health care is often difficult in rural areas. There are fewer doctors and nurses, as well as fewer hospital beds per person (Coward et al., 1994). Rural elders are more likely to visit general practitioner physicians but see specialists less than urban elders (Dansky, Brannon, Shea, Vasey, & Dirani, 1998). They go to emergency rooms less frequently (Hamdy, Forrest, Moore, & Cancellaro, 1997) and spend fewer days in hospitals (Dansky et al., 1998). Meals on Wheels, homemaker services, health care clinics, and adult day care centers are less available to rural elders than those who live in cities (Coward et al., 1994). Furthermore, they are less likely to seek mental health care (Rathbone-McCuan, 1993).

In general, rural elderly tend to be rather independent and as self-reliant as possible. Rural elderly are less likely to seek formal assistance, e. g., Meals on Wheels, than their city counterparts and may be less willing, or less able, to

*Rural Aging continues on page 16*

# *World Collisions and Their Fallout: The Saga of the Lilienfeld Manuscript*

**Susan Krauss Whitbourne**

University of Massachusetts Amherst  
Council Representative, Division 20

The month of May was witness to a series of startling if not almost unbelievable revelations about the fate of a manuscript written by Scott Lilienfeld, of Emory University. The manuscript, "When Worlds Collide: Social Science, Politics, and the Rind et al. (1998) Child Sexual Abuse Meta-analysis," describes the incidents surrounding an article published in *Psychological Bulletin* in 1998 by Rind, Tromovitch & Bauserman (see reference below).

The Rind et al. paper consisted of a meta-analysis of 59 studies based on college samples examining students with a history of child sexual abuse (CSA). The conclusion of this analysis was that students with CSA were, on average, slightly less well adjusted than controls. However, family environment explained considerably more variance in adjustment scores than CSA. The relationship between CSA and adjustment was nonsignificant when family environment was controlled. From these findings, the authors claimed that they had a basis for refuting the belief that CSA causes intense harm. Furthermore, the relations between CSA and later psychopathology were lower in magnitude when the abuse was deemed consensual by the respondent, but only in men. In addition, a proportion of respondents – 11% of females and 37% of males – retrospectively reported their short-term reactions to the abuse as having been positive. The authors ended with what was to be their most controversial conclusion: that at least some cases of CSA, particularly those accompanied by positive reactions, might better be labeled with the value-neutral term of "adult child sex." The article took care to distinguish between moral or legal "wrongfulness" and scientific "harmfulness."

Publication of this article was followed several months later in December 1998 by condemnation on the part of media personality Dr. Laura Schlessinger, who claimed that it was "a not-so-veiled attempt to 'normalize' pedophilia." "Dr. Laura's" outspoken remarks drew the attention of several conservative organizations and ultimately the U.S. Congress. Conservative Matt Salmon (R) of Arizona, condemned the article in Congress as "the emancipation proclamation of pedophiles" and Tom DeLay (R) of Texas stated that he was "appalled and outraged that an influential American psychological association would publish a study that

advocates normalizing pedophilia." The stage was set for formal congressional action to be taken against APA. Clearly under pressure, on July 9<sup>th</sup> 1999, Raymond Fowler wrote a letter to DeLay stating that the Rind et al. (1998) review "included opinions of the authors that are inconsistent with APA's stated and deeply held positions" and that "sexual activity between children and adults should never be considered or labeled harmless. Furthermore, it is the position of the Association that children cannot consent to sexual activities with adults." Fowler further contended that Rind et al.'s assertions "should have caused us to evaluate the article based on its potential for misinforming the public policy process. This is something we failed to do, but will do in the future." APA then sought a review of the Rind et al. findings from an independent panel of the American Association for the Advancement of Science. That panel ultimately refused to conduct the review and was critical of APA for requesting it. Returning to the Congressional criticism, on July 12<sup>th</sup>, the United States House of Representatives voted 355 to 0, with 13 members abstaining, to condemn the article's primary conclusions and eighteen days later, this resolution was passed unanimously by the United States Senate.

The implications for academic freedom of a scientific organization responding as APA did to political pressure prompted Scott Lilienfeld to submit for publication in the *American Psychologist* his manuscript (originally titled "The Bonfire of the Vilifiers"), an analysis of what happens "when social science and politics collide." The Rind et al. meta-analysis was used as an example, and the author discussed the implications of the aftermath for the interface between social science and politics. He analyzed recent scientific and political developments that might further influence this interface, social cognitive biases and heuristics that may lead individuals to misunderstand social science findings, the distinction between science and "common sense," the large gap between social science and the public's understanding of social science, the need to better popularize science to the general public, and a number of other issues. Lilienfeld was critical of APA for giving in to pressure from members of the U.S. Congress, as well as APA's decision to commission the AAAS panel to review Rind et al.'s findings (the first time in APA's history that it had done so).

Now we reach the recent series of events as they became revealed this May. In early 2001, Lilienfeld's manuscript was accepted for publication by the guest editor, Nora Newcombe, pending revisions suggesting that he soften the tone. Newcombe communicated this acceptance to

*Collisions continues on page 18*

# APA 2001 San Francisco: Convention News

## Tom Hess

### Division 20 Program Chair

The program for this year's APA Convention in San Francisco is now set, and it looks to be an exciting one for those interested in adult development and aging. In addition to the Division 20 events, there are a number of special APA offerings (*Focus on Science, Presidential Initiative on Emerging Opportunities in Science -- Healthy Minds*), invited addresses, and sessions from other Divisions that are relevant to our membership. A schedule listing Division 20 events as well as other program items of interest is included in this newsletter. Note that this schedule does not list all non-Division 20 sessions that might be of interest to our members. Rather, it represents some obvious highlights. (I apologize for any oversights, and suggest that Division members who are aware of other program offerings relating to aging inform the rest of us through the Division 20 listserv.)

As usual, we have a stellar Division 20 program that is highlighted by a variety of symposia dealing with research, education, public policy, and application, and by invited addresses by Jutta Heckhausen on developmental regulation, Gerald McClearn on genetics and aging, and Shari Waldstein on health and cognition. As usual, there will also be a Division 20 poster session in which research covering a wide variety of aging-related research topics will be covered. In addition, approximately half of the posters accepted by Division 20 for presentation have been placed in special Focus on Science poster sessions along with submissions from other Divisions with a strong science emphasis. These sessions are listed in the schedule and, as can be seen by their titles, they focus on broad areas of psychology. The intent of these sessions is to facilitate communication between researchers in different realms of psychology who may be examining similar issues. The specific papers to be presented in the poster sessions are not listed in the schedule, but they can be accessed at the APA convention website, which includes a searchable version of the current program (<http://watson.apa.org/convention/search.cfm>).

Another special Division 20 social event is also planned for this year's convention on Sunday evening following our business meeting and Roger Dixon's presidential address. (Information about this event and how to sign up are contained in the accompanying article on this page.) These social events are always a highlight of the convention, so sign up as soon as possible to spend an enjoyable evening with old and new Division 20 friends.

Division 20 will also be maintaining a Hospitality Suite in the San Francisco Marriott from Friday afternoon through Monday morning. A variety of graduate student events are being planned and will be held in the suite. The specifics of these events are not available right now, but information will be circulated over the Division 20 listserv, so keep an eye out for these upcoming announcements. The suite is also available for members conducting Division 20 business. Those who are interested in finding out more about using the suite should contact me.

I am truly excited about this year's convention. I would like to take this opportunity to thank all of those who have helped in developing this year's program, especially those of you who took time out of your busy schedules to review submissions. I look forward to seeing you in San Francisco!

## Evening Social Event

### Carolyn M. Aldwin

The Division 20 Social Event will be held at the Thirsty Bear, a tapas (Spanish) restaurant and brew pub at 6:30-9:30 Sunday evening, after the social hour. The Thirsty Bear was voted one of the best restaurants in San Francisco, and it has wonderful food. It is conveniently located only a couple of blocks away from the social hour venue. The buffet dinner will consist of a lavish assortment of hot and cold tapas, appetizers, entrees, and tartlets for dessert, with a no-host bar.

We will have our own private room, which will include two pool tables. This allows us to sponsor the First Annual Division 20 Team Pool Tournament! Select your 2-person teams and compete for fun! Prizes will be awarded!

Dinner will be \$40 (\$20 for students). Please reserve your place by sending checks made out to Carolyn Aldwin to the address below by August 1st.

Come join us!

Carolyn M. Aldwin, Professor  
Human & Community Development  
University of California at Davis  
One Shields Avenue  
Davis, CA 95616  
(530) 752-2415 (530) 752-5660

# APA Program: Division 20

## Saturday

8-9:50:

### Executive committee meeting

San Francisco Marriott Hotel—Sierra Conference Suite H

10-10:50:

**Invited address: Shari Waldstein: “Health and Cognition: The Example of Hypertension”** (*Thomas M. Hess*, Chair)

Moscone Center - South Building—Room 272

11-12:50:

### Poster Session: Aging and Adult Development

Moscone Center - South Building—Exhibit Hall C

1-2:50:

**Symposium: Educating the larger public about issues in psychology and aging** (*M. Diehl & K. Fingerman*, Chairs).

(1) *Rhea Farberman & Toni Antonucci*, Identifying Issues in Research on Aging that are of Interest to the General Public

(2) *Irene Deitch & Susan Whitbourne*, Aging and the Media: Getting the Message Across

(3) *Margaret Hastings & Margaret Huyck*, Aging and State Public Policy: New Dimensions for the 21st Century

(4) *Paula Hartman-Stein & Brian Wilcox*, Educating Policy Makers about Important Findings from your Work  
Discussants: *Diehl & Fingerman*.

San Francisco Marriott Hotel—Yerba Buena Salon 1

3-4:50

**Symposium: Aging and Affect in Decision Making and Judgment Processes** (*Thomas M. Hess*, Chair) [Co-sponsored with Division 3]

(1) *Ellen Peters, Paul Slovic, & Judith Hibbard*, The Construction of Preferences: Age Differences in Affect and Deliberation;

(2) *Fredda Blanchard-Fields & Gabriel Rousseau*, Age Differences in Emotional-Experienced Based and Rational Decision Making;

(3) *Thomas M. Hess, Daniel C. Rosenberg, Sandra J. Waters, & Cassandra Germain*, Impact of Affective Responses on Attitudes: Aging and Motivational Influences;

(4) *Mara Mather*, Impact of Age and Emotion on Making and Remembering Decisions.

Discussant: *Donald G. MacGregor*.

Moscone Center - South Building—Room 276

5:00

### Focus on Science Social Hour

## Sunday

8:00 - 9:50:

**Symposium: Aging and Memory in a Social Context** (*Alison Chasteen & Lynn Hasher*, Chairs)

(1) *Tamara A. Rahhal, Lynn Hasher, & Stanley Colcombe*, Age Differences in Memory? It Depends on How You Ask.  
(2) *Renee Stein & Fredda Blanchard-Fields*, Aging Stereotypes and Memory Performance.

(3) *Carrie Andreoletti & Margie Lachman*, Control Beliefs, Memory, and Aging

(4) *Alison L. Chasteen, Norbert Schwarz, & Denise C. Park*, Effects of Aging and Ease of Retrieval on Memory Performance

(5) *Cynthia May, Tamara Rahhal, & Lynn Hasher*, Aging and Source Memory: No Deficits for Conceptual Contexts.  
Moscone Center - South Building—Room 250

10-10:50

**Invited Address: Gerald McClearn: “Nature, Nurture, and Time”** (*Thomas M. Hess*, Chair)

Moscone Center - South Building—Room 212

11-12:50

**Symposium: Career Development for Young Professionals in Adult Development and Aging** (*Anna-Lisa Cohen*, Chair).

(1) *John C. Cavanaugh & Susan Krauss Whitbourne*, Standing Room Only: Making Your Teaching of Adult Development Come Alive.

(2) *Bob G. Knight*, Career Options in Applied Geropsychology.

(3) *Denise C. Park*, Developing a Successful Academic Research Career

Moscone Center - South Building—Rooms 258/260

1:00-1:50

**Symposium: Long-Term Care: Quality of Life and Practice** (*Lee Hyer*, Chair)

(1) *R.G. Logsdon, L.E. Gibbons, & L. Teri*, Enhancing Quality of Life in Assisted Living Facilities.

(2) *Margaret Norris*, Importance of “Traditional” Diagnosis in Quality of Life in LTCs.

(3) *Lee Hyer & Steve Sohnle*, Training in a LTC.

Discussant: *Victor Molinari*

Moscone Center - South Building—Room 220

3-3:50

**Presidential Address: Roger Dixon “Changes in Cog-**

*APA continues on p. 8*

## APA Program: Division 20

APA continued from page 7

### Intuitive Competence: Perspectives, Profiles, and Predictors

San Francisco Marriott Hotel—Yerba Buena Salon 2

4-4:50

### Business Meeting

San Francisco Marriott Hotel—Yerba Buena Salon 2

5-5:50

### Division Social Hour

San Francisco Marriott Hotel—Yerba Buena Salon 1

5:00-6:50

### Focus on Science Social Hour

6:30 - 9:30

### Division 20 Social Event: ThirstyBear Brewing Company

## Monday

10-11:50

### Symposium: Aging and Self-Regulated Cognition (Elizabeth A.L. Stine-Morrow & John Dunlosky, Chairs)

- (1) Carsten Wrosch, The Importance of Self-Regulated Thoughts and Behaviors for Successful Aging
- (2) John Dunlosky, Improving Older Adults' Learning: An Intervention Based on Self-Regulation
- (3) Andrew P. Smiler, Danielle G. Gagne, & Elizabeth A.L. Stine-Morrow, Aging and Self-Regulation of Attention During Reading
- (4) B.T. Stalvey & C. Owsley, Changing Perceptions and Promoting Self-Regulatory Practices among High-Risk Older Drivers

Discussant: Christopher Hertzog

Moscone Center - South Building—Room 200

12:00-12:50

### Symposium: Stress and Coping Processes in Adulthood (Carolyn M. Aldwin, Chair)

- (1) Crystal L. Park, Mark R. Levenson, Lauren Marcoccio, & Elizabeth Harmon, College Students Drinking to Cope: Normative, Prevalent, and Problematic.
- (2) Linda Kelly & Carolyn Aldwin, Anticipatory Coping and Stress in College Students.
- (3) Carolyn M. Aldwin, Ray W. Shiraishi, & Ana Paula Cupertino, Change and Stability in Coping: Longitudinal Findings from the DLS.
- (4) Loriena A. Yancura & Carolyn M. Aldwin, Stress, Depressive Symptoms, and Health: Longitudinal Findings from

the NAS.

Discussant: Susan Folkman

Moscone Center - South Building—Room 200

1-1:50

### Invited Address: Jutta Heckhausen: "Developmental Regulation Across the Life Span: A Control-Theory Approach." (Thomas M. Hess, Chair)

Moscone Center - South Building—Room 222

2-2:50

### Invited Address—Developmental Health Psychology Award: Howard Leventhal: "Gender, Self-Appraisals, Mortality, and Health Care Among the Elderly" (Kenneth Wallston, Chair).

Moscone Center, South Building Room 250 [Co-sponsored with Division 38]

3-4:50

### Symposium: Adult Personality Development: The Dynamics between Structure and Process (Manfred Diehl & Ursula Staudinger, Chairs)

- (1) Manfred Diehl, Linking Structures and Processes in Personality Research: Examining the Linkages between Traits and Strategies of Goal Pursuit.
- (2) Alexandra M. Freund & Paul B. Baltes, Goals as Building Blocks of Personality and Development.
- (3) Sanjay Srivastava & Ravenna Helson, Individual Differences in Adult Women's Personality Development: Conservers, Achievers, and Seekers.
- (4) Brent Roberts, Do People Grow and Mature from Adolescence to Young Adulthood? Evidence from two Longitudinal Studies of Personality Development.
- (5) Ursula M. Staudinger & Margie E. Lachman, The Relation between Personality Dynamics and Personality Structure: The Sample Case of Goal Success and the Big Five.

Discussant: Don McAdams.

Moscone Center - South Building—Room 274

5-5:50

### Conversation Hour: Remembering Powell Lawton

Moscone Center - South Building—Room 274

## Tuesday

8-9:50

### Symposium: Cognitive Aging, Attitudes, and Everyday Abilities (Karlene K. Ball, Chair)

- (1) Virginia Wadley, Computer Technology Use and Attitudes Among Older Adults.
- (2) Jerri D. Edwards, SKILL: Staying Keen in Later Life.

APA continues on p. 9

## APA Program: Division 20 & Featured Items

APA continued from page 8

(3) *Daniel Roenker*, Enhancing Safety and Mobility of Older Drivers: A Meta Analysis.

(4) *David J. Edwards*, Effects of Age and UFOV Impairments on Cognitive Performance.

(5) *Meredith Rumble*, ACCELERATE: A Cognitive Intervention to Improve Everyday Mobility.

Moscone Center - South Building—Room 270

10:00-11:50

**Symposium: How Can We Incorporate Interdisciplinary Aging into Undergraduate Psychology Courses?** (*Karen Kopera-Frye*, Chair)

(1) *Susan Krauss Whitbourne*, Interdisciplinary Approaches to Aging in the Introductory Psychology Course.

(2) *Anderson D. Smith*, Interdisciplinary Aging and Cognitive Psychology.

(3) *Karen Kopera-Frye*, *Richard Wiscott*, & *Dean Blevins*, Integrating Interdisciplinary Aging into Undergrad Social Psychology Courses.

(4) *Daniel L. Segal*, Incorporating Interdisciplinary Aging into Abnormal Psychology Class.

(5) *Harvey L. Sterns* & *Ana Begovic-Lapic*, Incorporating Multidisciplinary Gerontology in an Industrial/Organizational Psychology Course.

Moscone Center - South Building—Room 272

12:00 - 12:50

**Symposium: Empirically Based Approaches to the Assessment of Elderly Suicidal Patients** (Chairs: *Bruce Bongar* & *Lisa Brown*)

(1) *Lisa Brown*, Empirically Based Approaches to the Assessment of Elderly Suicidal Patients

Discussants: *Norman Abeles* & *Norman Farberow*

Moscone Center - South Building—Room 222

1:00-2:50

**Symposium: Motivational Changes Across Adulthood** (*Helene H. Fung*, Chair)

(1) *Susan T. Charles*, *Mara Mather*, & *Laura L. Carstensen*, Age differences in memory for emotional and neutral materials: Support for socioemotional selectivity theory.

(2) *Quinn Kennedy* & *Laura L. Carstensen*, Age differences in the reconstruction of long-term autobiographical memory: Exploring a socioemotional hypothesis.

(3) *Helene H. Fung*, Age differences in message preferences.

(4) *Corinna E. Löckenhoff* & *Laura L. Carstensen*, Aging self-efficacy and its influence on older adults' reactions to aging related challenges.

Discussant: *Bob G. Knight*

Moscone Center - South Building—Room 226

### Featured Program Items

#### Friday

9:00-10:50 (**Presidential Initiative on Emerging Opportunities in Science—Healthy Minds**)

**Symposium** (*Denise Park* & *Molly Wagster*, Co-chairs)

(1) *Denise C. Park*, Aging Mind

(2) *Patricia A. Reuter-Lorenz*, Neural Recruitment and Aging: Two Hemispheres Are Better Than One

(3) *James A. Joseph*, Nutrition Modulates Age-Related Sensitivity to Oxidative Stress and Inflammation

(4) *Arthur Kramer*, Healthy Body, Healthy Mind

*Laura L. Carstensen*, Discussant

*Richard Suzman*, Discussant

Moscone Center - South Building—Room 302

11:00AM - 11:50 (**Presidential Initiative on Emerging Opportunities in Science—Healthy Minds**)

**Invited address: Fred H. Gage, Birth of New Neurons in the Adult Brain: Regulation and Function** (*Denise Park*, Chair)

Moscone Center - South Building—Room 302

1:00-2:50 (**Focus on Science**)

**\*Poster Sessions: Applied Psychology; Evaluation, Assessment, Measurement, and Statistics; Psychology in the Workplace**

Moscone Center - South Building—Exhibit Hall A

2:00-2:50 (**Focus on Science**)

**Master Lecture: Karen A. Matthews, Behavior, Socioeconomic Context, and Cardiovascular Disease: A Life-Span Approach** (*Neil Schneiderman*, Chair)

Moscone Center - South Building—Room 101

5:00-6:50 (**Focus on Science**)

**\*Poster Sessions: Neuropsychological and Comparative Bases of Behavior; Individual Differences; Psychopharmacology and Substance Abuse; Learning, Memory, & Cognition**

Moscone Center - South Building—Exhibit Hall A

#### Saturday

9:00-10:50 (**Focus on Science**)

**\*Poster sessions: Psychopathology; Personal Relationships; Influences on Social Behavior**

APA continues on page 10

## APA Program: Features & Other Divisions

APA continued from Page 9.

Moscone Center - South Building—Exhibit Hall A

11:00-11:50 (*Focus on Science*)

**Plenary session: Frans B.M. de Waal, Inevitability of Evolutionary Psychology and the Limitations of Adaptationism: Lessons from the Other Primates** (*Gordon Bower, Chair*)

Moscone Center - South Building—Room 306

1:00-2:50 (*Focus on Science*)

**\*Poster sessions: Motivation and Emotion; Gender; Social Cognition; Cultural and Environmental Determinants of Behavior**

Moscone Center - South Building—Exhibit Hall A

3:00-3:50 (*Focus on Science*)

**Master Lecture: Michela Gallagher, The Aging Brain and Cognition** (*Stephen Maren, Chair*)

Moscone Center - South Building—Rooms 228 and 230

### Sunday

11:00-11:50 (APA)

**2001 Distinguished Scientific Contribution Award: Alan Baddeley, Is Working Memory Still Working?**

Moscone Center - South Building—Rooms 202/204/206

1:00-1:50 (*Focus on Science*)

**Master Lecture: Larry L. Jacoby, Aging, Subjective Experience, and Cognitive Control: Effects of Accessibility Bias**

(*Morton Ann Gernsbacher, Chair*)

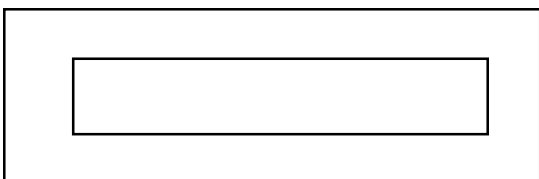
Moscone Center - South Building—Room 262

2:00-2:50 (*Focus on Science*)

**Master Lecture: Laura L. Carstensen, Centrality of Emotion in Human Aging** (*Denise C. Park, Chair*)

Moscone Center - South Building—Room 220

\*These sessions include posters by Division 20 members.



### Highlights and Co-Listed Programs from other Divisions

#### Friday

8:00-9:50 (*Division 1*)

**Symposium: "Literature and Psychology -- Theories of Memory in Autobiography."** *Raymond J. Shaw & Iseli K. Krauss, Co-chairs*

(1) *John C. Cavanaugh*, Autobiographical Memory as a Literary Tool for Understanding Psychological Issues

(2) *Jane M. Berry*, Psychological Science in Literature: The Memory of Old Jack

(3) *Iseli K. Krauss*, Automatic Versus Effortful Memory in Reminiscence: Proust Versus Nabokov

(4) *Raymond J. Shaw*, Ebbinghaus, Bartlett, and Augustine: Thesis, Antithesis, and Synthesis

Discussant: *James E. Birren*

Room 274 in the Moscone Center, South Building

9:00-9:50 (*Div. 38*)

**Discussion: NIMH Funding Opportunities for Health Psychology Research**, *Peter R. Muehrer*

Moscone Center - South Building—Rooms 208/210

9:00-10:50 (*Division 8*)

**Symposium: Ageism: Current Theory and Research on Prejudice Against Older Persons** (*Todd D. Nelson, Chair*)

(1) *Becca Levy*, Mahzarin Banaji, Implicit Ageism

(2) *Mary Kite, Lisa Smith Wagner, Gary Stockdale*, Attitudes Toward Older Adults: What We Know and Future Directions

(3) *Jeff Greenberg, Jeff Schimel, Andy Martens*, Denying the Future: A Terror Management Analysis of Ageism

(4) *Corinna Lockenhöff, Monisha Pasupathi*, Causes and Consequences of Age-Differentiated vs. Ageist Behavior

Location: Room 250 Moscone Center

10:00-11:50 (*Div. 21*)

**Symposium, Older Adults and New Technologies—Psychological Research Initiatives** (*Wendy A. Rogers, Chair*)

(1) *Neil H. Charness, Patricia Holley, & Jeffrey Feddon*, Effects of Age, Experience, and Handedness on Input Device Use

(2) *Sara J. Czaja & Joseph Sharit*, Speech Comprehension and the Usability of Telephone Menu Systems

(3) *Timothy A. Nichols, Arthur D. Fisk, & Wendy A. Rogers*, Age-Related Differences in Using Environmental Support: Resources or Strategies?

APA continues on page 11

## APA Program: Other Divisions

APA continued from page 10

(4) *Joseph Sharit & Sara J. Czaja*, Using Environmental Support as a Design Aid for Telephone Menus  
*William C. Howell*, Discussant  
Moscone Center - South Building—Room 274

10:00-11:50 (Div. 38)

**Symposium: Some Health Consequences of Emotional Awareness, Expression, and Inhibition** (*Alex J. Zautra & Mary C. Davis*, Co-chairs)

- (1) *Richard D. Lane*, Psychobiology of Emotional Awareness: Implications for Health
- (2) *James J. Gross*, Is Hiding Feelings Bad for Your Heart?
- (3) *Margaret E. Kemeny*, Self-Appraisals, Shame, the Immune System, and Health
- (4) *Alex J. Zautra*, Adaptation in Two Dimensions: A Dynamic Model of Affective Health  
*Julian F. Thayer*, Discussant

12:00-12:50 (Div. 5)

**Invited Address: Niels Waller, Assessing Causal Models in the Social Sciences: A New Approach to Verisimilitude and Popperian risk** (Chair: *Keith Widaman*)  
Moscone Center - South Building—Room 274

1-2:50 (Div. 40)

**Workshop: Demystifying the Application and Funding Process at NIA** (*Elisabeth Koss*, Chair)  
Participants: *Miriam F. Kelty, Elisabeth Koss, Molly Wagster, Daniel Berch*  
Moscone Center - South Building—Room 310

3:00-4:50 (Division 5)

**Symposium: Methodological Training for PhD Psychologists—Current Status, Needs, Potential Mechanisms** (Chair: *Leona Aiken*)

- (1) *Leona Aiken, Stephen West, Roger Millsap*, Statistics, measurement, and methods training: Survey of 210 Ph.D. programs
- (2) *Philip Kendall*, Issues in methodological training in clinical psychology
- (3) *Ross Parke*, Issues in methodological training in developmental psychology
- (4) *Harry Reis*, Issues in methodological training in social psychology
- (5) *Stephen West, Leona Aiken*, Training psychologists for the next century of research methodology  
Discussant: *Mark Appelbaum*  
Moscone Center - South Building—Room 101

5:00-5:50 (Div. 5)

**Invited address: Rand Wilcox, Robust ANOVA and regression: Basics and recent advances** (Chair: *Stephen West*)  
Moscone Center - South Building—Room 222

### Saturday

9-9:50 (Div. 3)

**Invited Address: Charles Brainerd & Valerie F. Reyna, Fuzzy-Trace Theory and False Memory**  
Moscone Center - South Building—Rooms 252/254/256

9:00- 9:50 (Div. 5)

**Invited Address: Charles Reichardt, Improving Causal Inference in Research: Design Rules** (Chair: *Stephen West*)  
Moscone Center - South Building—Room 226

9:00-10:50 (Div. 8)

**Symposium: Positive Emotion in the Mind, Relationships, and Life Course** (*Dacher Keltner*, Chair)  
Moscone Center - South Building—Room 250

9:00- 10:50 (Div. 14)

**Symposium: Evolving Concepts of Retirement for the 21st Century** (*Kenneth S. Schultz & Mary Ann Taylor*, Cochairs)  
(1) *Kenneth S. Shultz, Mary Ann Taylor*, The Predictors of Retirement: A Meta-analysis  
(2) *Kenneth S. Shultz, Mary Ann Taylor*, Retirement Adjustment: Social, personal, psychological and organizational influence  
(3) *Peter E. Spiegel, Kenneth S. Shultz*, Military Retirement Adjustment: Does planning and having transferable skills help?  
(4) *Harvey L. Sterns, Anthony A. Sterns*, Self-management of retirement  
(5) *Dennis Doverspike, Mary Anne Taylor, Kenneth S. Shultz*, Recruiting, retiring, and retaining older baby boomers  
Moscone Center - Room 262

11-12:50 (Div. 29)

**Symposium: Clinical or Developmental? Psychotherapy and Older Adults** (*Irene M. Deitch*, Chair)  
(1) *Norman Abeles*, Is It Really Clinical Depression?  
(2) *Helen Strauss*, Older Therapists and Their Patients  
(3) *Marcella Bakur Weiner*, Couples Therapy with Older Adults  
(4) *Rhoda Fisher*, Graying in the Comic Strips  
(5) *Margot Tallmer*, Affection, Sure; Love, Fine—But Sex?  
(6) *Thomas H. Peake*, Aging Issues and the Family  
*Mathilda B. Canter*, Discussant  
Moscone Center - South Building—Room 310

APA continues on page 12

## APA Program: Other Divisions

APA continued from page 11

12:00-12:50 (Div. 8)

**Invited Address: June P. Tangney, Moral Emotions for Better or Worse: Shame, Guilt, and Moral Behavior Across the Life Span** (Phillip R. Shaver, Chair)  
Moscone Center - South Building—Room 304

1:00-2:50 (Div. 8)

**Symposium, Emotion Experience, Expression, and Regulation Across Adulthood** (James J. Gross & Oliver John, Cochairs)

- (1) *Oliver John, Elizabeth Paluck, & James J. Gross*, Adult Development of Emotion Expression and Regulation
  - (2) *Sanjay Srivastava*, Social Consequences of Emotions: First Impressions and Lasting Effects
  - (3) *Eva C. Klohnen*, Expressing Emotions and Attachment Across Adulthood
  - (4) *Meg Jay & Oliver John*, Feeling Sad and Hopeless: Depressive Symptoms in Women Across Adulthood
- Phillip R. Shaver*, Discussant  
Moscone Center - South Building—Room 212

3:00-3:50 (Div. 5)

**Invited Address: Gerard Saucier, Going Beyond the Big Five** (Chair: *Oliver John*)  
Moscone Center - South Building—Room 200

4:00-4:50 (Div. 3)

**Invited Address: Lynn Hasher Circadian Rhythms and Inhibitory Control of Cognition**  
Moscone Center - South Building—Room 212

4:00-5:50 (Div. 8)

**Symposium: Advances in Autobiographical Memory—Implications for Personality and Developmental Psychology** (*Barbara Woike*, Chair)

- (1) *Avril Thorne & Kate McLean*, Personal Memory Telling and Adolescent Development
  - (2) *Monisha Pasupathi & Sarah Lucas*, Constructing the Self in the Context of Recollection
  - (3) *Jefferson A. Singer*, Examining the Integrative Function of Self-Defining Memories
  - (4) *Barbara Woike, Erica Lavezzary, & Jennifer Barsky*, Influence of Implicit Motives on Memory Processes
- Dan P. McAdams*, Discussant  
Moscone Center - South Building—Room 272

### Sunday

2:00-3:50 (Div. 3)

**Symposium: Memory in Personal and Social Contexts**

(Chair, *John Kihlstrom*)

- (1) *Stanley B. Klein*, What Amnesia Can Tell Us About Mental Representations of Self
  - (2) *Jonathan M. Golding*, Intentional Forgetting in a Social Context
  - (3) *Barbara H. Basden & David R. Basden*, Memory Distortion During Collaborative Remembering
  - (4) *Henry L. Roediger & Michelle L. Meade*, Social Contagion of Memory
  - (5) *Lillian Park & John F. Kihlstrom*, Social Influences on False Memory
- Moscone Center - South Building—Room 238

4:00-4:50 (Div. 5)

**Invited Address: Bengt Muthen, Beyond SEM: Applications of Latent Variable Mixture Modeling** (Chair: *Leona Aiken*)

Moscone Center - South Building—Room 250

### Monday

9:00-10:50 (Div. 29)

**Symposium: Love and Death—Psychologists Enhancing the Quality of Life** (*Irene M. Deitch*, Chair)

- (1) *Rochelle Balter*, Sensationalism and Pathos: How the Media Reacts to Death
  - (2) *Gerald P. Koocher*, Children and Death
  - (3) *Margot Tallmer*, Small Consolation: Disenfranchised Grief
  - (4) *Irene M. Deitch*, Psychologists as Death Educators and Grief Therapists
  - (5) *Lisa A. Firestone*, End-of-Life Decisions: The Impact on Loved Ones
- Discussant-*Rhoda Fisher*  
Moscone Center - South Building—Rooms 228 and 230

### Tuesday

11:00-12:50 (Div. 38)

**Symposium: Varying Approaches to Quality of Life in Health and Aging** (*Avron Spiro III*, Chair)

- (1) *Robert M. Kaplan*, Decision Theory-Based Models of Health-Related Quality of Life
  - (2) *Ron D. Hays*, Impact of Comprehensive Geriatric Assessment on Health-Related Quality of Life
  - (3) *Anita L. Stewart, Anna Napoles-Springer*, Quality of Life Research in Diverse Population Groups: Measurement Issues
  - (4) *Donald R. Miller, Avron Spiro III, & Lewis E. Kazis*, Monitoring Patients Outcomes in VA Health Care
- Ronald P. Abeles*, Discussant  
Moscone Center - South Building—Room 300

# APA Council Representative Report

## Susan Krauss Whitbourne

Council dealt with a number of important issues during the February meeting. President Norine Johnson described her initiatives for the year, which are the following: (1) Psychology builds a healthy world; (2) Expanding opportunities in professional practice; and (3) Emerging opportunities in science- note that Denise Park is member of this committee; and (3) Goal for multiculturalism and inclusion in APA.

Report from the Government Relations Staff included an update on the new rule regarding Medicare GME funding. If this goes into effect, it means that Psychology Internship programs will be able to receive funds from Medicare. Norine Johnson and members of the Government Relations Office Staff are making connections in the new Administration. APA members are urged to send in messages to members of Congress when asked by Government Relations Office Staff.

Discussion of the budget followed. The retention of members is key issue. There was a 1% per year decline since 1997 with the total currently at 88,940 full members. High school teacher affiliate counts have increased but high school student affiliates have reduced in number. APA is also suffering net loss of paid members due to retirees. President-elect Zimbardo suggests that we encourage formal participation from a wider audience of people, such as those who have taken psychology courses and have been members of Psi Chi. One suggestion to involve them is to allow them to contribute to APA through a minimal yearly fee that would allow them access to our publications (e.g. the Monitor) but not require that they be members.

Dorothy Cantor reported on the Ameri-

can Psychological Foundation, the charitable organization associated with APA. The Foundation has a \$7 million goal for fundraising. The money that is raised is used for scholarships. APA members are encouraged to apply to APF for funding for research for self and students. Also she suggested that individuals consider making a serious commitment of funds to this foundation.

On the Consent Agenda (items that are approved without requiring discussion), several motions were passed with relevance to Division 20. Two were of significance. The Resolution on End-of-Life Issues and Care for Adults was passed stating the need for further research in this area and encouraging the participation of psychologists in planning end-of-life care. If anyone would like details on this please contact me. Division 18 (Psychologists in Public Service) will have a new APA journal, *Psychology in the Public Service*. This journal could be an outlet for Division 20 members who conduct research with policy implications.

In agenda items, Council approved the formation of 2 new Divisions: 53, Child Clinical Psychology and 54, Pediatric Psychology. A resolution taking a stand against racial and ethnic profiling was passed. A motion to admit Guam Psychological Association to APA was approved, an action which raised the issue of what is the minimum number of members of a group needed to form a new division (there are 11 members of the Guam Association). The term "health" was added to the APA Mission Statement so that it now includes "health and human welfare" in the mission. The APA treasurer's term was reduced from 5 to 3 years. A budget for 2001 of \$86,315,100 was approved. This included funds for four items: (1) An Ad Council Campaign (which will be airing shortly); (2) Employee Retirement

Health Insurance; (3) an Education Leadership Conference and (4) Adolescent Girls Film Project.

Major changes to the Convention were discussed. APA has been forced to have a shorter time span for 2002 in Chicago, and this will give us an opportunity to see how people like the shorter convention. The format will also be changed substantially. There will be 3 kinds of programs. Each will have dedicated time slots.

1. Association wide plenary programs (with major speakers)
2. Cluster-based tracks. Collaborative program that does not interfere with division-wide programming, but is arranged by the divisions.
3. Divisional programming.

Division 20 will not "lose" hours but will combine our programming with other divisions in our cluster.

A new caucus (called "COUNT") has formed which is attempting to increase involvement of individual council members in the policy process. I have joined this caucus and would like to encourage Division 20 members to contact me with their concerns and suggestions for new APA legislation.

Revision of the 1992 Ethics code is being deliberated by the Ethics Code Task Force. APA members are encouraged to comment on specific language and rationale, to serve as observers (through divisions) to the ECTF meetings. The APA web site has the draft of the revision of the Ethics Code, and if you have comments you may also contact Celia Fisher ([fisher@fordham.edu](mailto:fisher@fordham.edu)). There was also a discussion of revision of the adjudication procedures for ethics violations. This proposal would involve changing various pro-

*Council continues on page 20*

## *Division 20 Executive Board*

### **Bob Knight**

11/19/00

At Gerontological Society meeting, Washington, D.C.

Attending: Hiroko Akiyama, Toni Antonucci, Fredda Blanchard-Fields, Rosemary Blieszner, John Cavanaugh, Anna-Lisa Cohen, Manfred Diehl, Roger Dixon, Bert Hayslip, Tom Hess, Bob Knight, Peter Lichtenberg, Michael Marsiske, Patricia Parmalee, Harvey Sterns, Elizabeth Stine-Morrow, Judith Sugar, Susan Whitbourne.

Called to order 7:40 a.m. by Roger Dixon. Minutes distributed by Bob Knight and approved by committee.

#### **Treasurer's Report by Elizabeth Stine-Morrow:**

The budget is showing a surplus of about \$4,700 and there are about \$45,000 in reserve funds.

#### **Program Committee report for APA 2001 by Tom Hess:**

The Division has a total of 25 program hours (both substantial and non-substantial) plus the possibility of 20% more if scheduled at 8:00 a.m. There is also a possible additional one hour for cross-division efforts. Total hours are reduced due to less space at San Francisco meeting hotels.

Paper sessions are not used at meetings now in Division 20 and are being eliminated in 2002 and beyond for APA. Several social events are being considered for the Convention—possible cruise in SF Bay, possible dinner / mystery event. Organizers will poll membership on list serve for preferences.

Convention changes in 2002 and beyond. Changes in distribution of hours

are being discussed at central APA level. Divisions may be grouped into larger clusters. Program hours could be distributed by size of group or size of group that attends Convention. Division 20 is 18<sup>th</sup> of 50 plus divisions in membership size and 14<sup>th</sup> in attendance at Convention. APA is urging a focus on posters, which the Division has already been doing. They are also considering posters in unusual venues not limited to exhibit hall type areas.

#### **Newsletter report by Harvey Sterns:**

Current issue is at printers and will be mailed out next week. Harvey noted the importance of deadlines, especially for convention issue. There was discussion of moving up deadlines a couple of weeks for APA Call for Papers and also for the elections issue.

#### **Elections Committee report by Judith Sugar:**

This year the Division elects a President-elect and Members-at-Large. There was discussion of how to encourage membership to vote in annual apportionment vote and to allocate more of their 10 votes to the Division. For past two years, the Division has narrowly missed having enough apportionment votes to have a second seat on APA Council.

#### **Web Page report by Michael Marsiske:**

The Web Page is continuing to be updated and made increasingly user friendly. The list serve has about 936 members which is about ½ of Division membership. There was discussion of ways to increase the participation of membership on the list serve.

#### **Education Committee Report by Manfred Diehl:**

The teaching trips column in the news-

letters continues. The committee will collaborate with the teaching of psychology division to do a symposium on teaching psychology to public.

The committee is updating directory of courses in ADA at universities and colleges. There was discussion related to scope of the directory. In the past, the main focus has been on graduate; post-doctoral study.

#### **Continuing Education Committee report by Peter Lichtenberg:**

The primary future program efforts of the committee will be pre-convention APA CE workshops and videotape presentations on therapy sessions.

#### **Membership Committee by Hiroko Akiyama:**

In general, over past 5 years Division 20 has increased in membership while other divisions have decreased. Discussion focused on retaining students from student status to full member status, possibly with some recognition of transition.

#### **Archives:**

There was some discussion of how to maintain and organize the organizational memory of Division 20 and also its history. Betty Birren is known to have some old records of the Division and to be looking for an appropriate place to store them. Questions were raised about where old minutes of Executive Committee meetings are maintained. As Secretary, Bob Knight volunteered to follow up on both questions. He will coordinate with Liz Stine-Morrow about Library of Congress archives, which already store some old Division 20 records.

#### **Student Representative report by Anna-Lisa Cohen:**

*Exec. Board continues on page 19*

## Programs listed in the *Guide to Graduate Study*

<http://aging.ufl.edu/apadiv20/div20g01.htm>

### ALABAMA

- University of Alabama (Department of Psychology)
- University of Alabama, Birmingham (Department of Psychology)
- University of South Alabama (Department of Psychology)

### ARIZONA

- Arizona State University (Department of Psychology)

### CALIFORNIA

- University of California, Davis (Department of Psychology)
- California State University, Sacramento (Department of Gerontology)
- Claremont Graduate University (Department of Psychology)
- The Fielding Institute (Department of Psychology)
- Fuller Theological Seminary (Graduate School of Psychology)
- University of La Verne (Department of Psychology)
- Pacific Graduate School of Psychology
- San Jose State University (Department of Psychology)
- University of Southern California, Los Angeles (Department of Psychology)

### COLORADO

- University of Colorado, Colorado Springs (Department of Psychology)
- Colorado State University (Department of Psychology)
- University of Denver (College of Education)

### CONNECTICUT

- University of Connecticut (Department of Family Study)

### DELAWARE

- University of Delaware (Department of Individual and Family Studies)

### WASHINGTON, D. C.

- Catholic University of America (Department of Psychology)

### FLORIDA

- University of Florida (Department of Psychology, Center for Gerontological Studies, and Institute on Aging)
- Florida Institute of Technology (School of Psychology)
- Florida International University (Department of Psychology)
- University of North Florida (Department of Psychology)

### GEORGIA

- Georgia Institute of Technology (Department of Psychology)

### IDAHO

- Idaho State University (Department of Psychology)

### ILLINOIS

- Chicago School of Professional Psychology (Department of Psychology)
- University of Illinois - Urbana/Champaign (Department of Psychology)
- Southern Illinois University (Department of Psychology)
- Western Illinois University (Department of Psychology)

### INDIANA

- University of Indiana (Department of Psychology)
- Indiana State University (Department of Psychology)
- Notre Dame University (Department of Psychology)
- Purdue University (Department of Psychological Sciences)

### KANSAS

- Fort Hays State University (Department of Psychology)
- University of Kansas (Department of Human Development)
- University of Kansas (Department of Psychology)
- Kansas State University (Department of Psychology)
- Pittsburgh State University (Department of Psychology)
- Spalding University (Department of Psychology)

### LOUISIANA

- Louisiana State University (Department of Psychology)

### MARYLAND

- Loyola University (Department of Psychology)
- University of Maryland, College Park (Department of Human Development)
- University of Maryland (Department of Psychology)
- Towson University (Department of Psychology)

### MASSACHUSETTS

- Brandeis University (Department of Psychology)
- University of Massachusetts (Department of Psychology)
- Springfield College (Department of Psychology)

### MICHIGAN

- Central Michigan University (Department of Psychology)
- Wayne State University (Institute of Gerontology)
- Wayne State University (Department of Psychology)

### MINNESOTA

- Minnesota School of Professional Psychology
- St. Thomas University (Graduate Department of Professional Psychology)

### MISSISSIPPI

- Mississippi State University (Department of Psychology)

### MISSOURI

- University of Missouri - St. Louis (Department of Psychology)
- Southwest Missouri State University (Department of Psychology)
- Washington University (Department of Psychology)

### MONTANA

- Montana State University - Bozeman (Department of Psychology)

### NEBRASKA

- University of Nebraska, Omaha (Department of Gerontology)

### NEW HAMPSHIRE

- University of New Hampshire (Department of Psychology)

### NEW YORK

- Fordham University (Department of Psychology)
- Syracuse University (Department of Psychology)
- Syracuse University (Department of Child & Family Studies)

### NORTH CAROLINA

- Duke University (Department of Psychology)
- North Carolina State University (Department of Psychology)

### NORTH DAKOTA

- Minot State University (Department of Psychology)
- University of North Dakota (Department of Psychology)
- North Dakota State University (Department of Psychology)

### OHIO

- University of Akron (Department of Psychology)
- Bowling Green State University (Department of Psychology)
- Xavier University (Department of Psychology)

### OKLAHOMA

- Oklahoma State University (Department of Gerontology)
- Oklahoma State University (Department of Psychology)

### OREGON

- George Fox University (Department of Psychology)
- Oregon State University (Department of Human Development and Family Sciences)
- Portland State University (Department of Psychology)

### PENNSYLVANIA

- Duquesne University (Department of Psychology)
- LaSalle University (Department of Psychology)
- Lehigh University (Department of Psychology)
- Pennsylvania State University (Department of Human Development and Family Studies)

*Guide continues on page 20*

*Rural Aging continued from page 4*

pay for outside help. They are more likely to call upon their family and friends for help. Although rural elders have more children than city elders, the children do not share equally in caring responsibilities, with the closest adult child providing the most assistance (Coward et al., 1993; Johnson, 1996; Krout, 1994). For example, during a recent drought, many rural wells went dry. One 84 year old man we knew refused to move into town, but insisted that his 60 year old son carry water to him several times a week!

In some areas, however, rural elders are more likely to use services. They are more likely to access home health aids, although there are fewer of these agencies in rural areas and they are usually smaller and offer fewer services (Dansky et al., 1998). They are also more likely to use senior centers, a type of facility which is often geared to meet the specific needs of the local population (Stoller & Lee, 1994). Perhaps due to difficulty of accessing services, they are also more likely to be admitted to skilled nursing facilities, at a time when they are less ill and are younger than their city cohorts (Coward, Netzer, & Mullens, 1996).

Minority rural elders' health is often poorer than that of European Americans, and they have more difficulties in accessing health care. African American (Ralston, 1993) and Mexican American elderly (Sennott-Miller, May, & Miller, 1998) who live in rural areas use fewer health care services than their urban counterparts. Rural African Americans often have extensive multiple chronic illnesses. Mexican Americans may speak little English and require the assistance of their families to make connections in the community. Because of this, they lack early access to medical services, often getting help only when very ill. Native Americans often have major

health problems including tuberculosis, diabetes, and vision and hearing problems. Almost three out of four Native Americans over the age of 65 are limited in their ability to carry out normal activities of daily living (Kivett, 1993).

Retirees who have migrated to rural areas use services more than long-time residents (Sennott-Miller et al., 1998). These elders expect to have the same health care resources that were available to them in the city and often have difficulty adjusting to the limited services found in rural areas (Longino & Haas, 1993).

Transportation, recruitment of health care providers, and cost of services are a few of the problems that make it difficult to provide health care to rural populations. Road conditions in rural areas can be poor. Older women in particular are reluctant to drive rural roads in bad weather (Wallace & Colsher, 1994). There is little public transportation. One elderly couple of our acquaintance who were in their 80s drove 90 miles to the UC Davis Medical Center every week. The husband had severe arthritis which prevented him from driving; the wife had Alzheimer's but was otherwise fairly healthy. The only way they could get to the Center was by the wife operating the car under her husband's direction!

It is also hard to provide home health care or other services on a regular basis. The distances are great and there are so few people to serve within a given geographic region, it is difficult to make these services financially feasible (Nelson, 1994). For example, the adult day health clinic in our county literally spends four or more hours picking up elders from and delivering elders to remote areas. Even if adult children are available, they must travel further than is necessary in city areas (Stoller & Lee, 1994).

It is difficult for health care professionals to financially maintain a practice

in rural areas where the clientele is limited. Furthermore, other services need to be available to help maintain a practice, e. g., home health agencies and mental health practitioners (Coward et al., 1994). One rural physician we know greatly enjoyed doing home visits, but had to discontinue the practice because a large proportion of his clientele were elderly and Medicare reimbursements were simply insufficient to cover his costs.

Resourcefulness of Rural Elders

It would be a mistake, however, to think of rural elders only in terms of needing services. As mentioned earlier, rural elders are often independent and self-reliant. They are likely to be suspicious of outside help, especially government programs. But they have a long tradition of helping neighbors and, in turn, expecting their help. Rural elders, more than those who live in the city, often feel that they can depend on their own knowledge and skills to cope with their problems (Thorson & Powell, 1992).

This resourcefulness is often key to the health of rural communities. At a time when many rural areas are losing population and communities are literally dying, it is often the willingness of elders to provide key services that can sustain the viability of a town (Scheidt & Norris-Baker, 1993). For example, rural elders often hold key roles such as post-mistress or mayor, or run small business which are vital to the sustainability of the town, such as groceries, pharmacies, banks, and gas stations.

Often rural elders have lived in the same community all of their lives, and have an intimate knowledge of the physical and social environment. Physical aspects of the environment often have great personal meaning. An antique shop owner in a small town in the Sierra foothills (pop. 30) used to

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commute three hours each way to the San Francisco Bay Area for years rather than sever ties with his community. Literally, rural elders have played a major role in the development of their communities. Sons and daughters of pioneers, they often developed key industries, such as the wine industry. In-migrants do not have the same emotional ties to the community, and conflicts are inevitable.

Summary

Rural elders are great social and economic resources for rural communities. They make up a large proportion of the population — 20% of Napa Valley's population is over the age of 60. Dave Ekerdt (personal communication, 1990) once said that Social Security can be seen primarily as a way of transferring economic assets from urban to rural areas; elders' pensions constitute a major economic resource for rural communities. Rural elders spend money in the community, support the tax base, and run essential services, which are needed for the maintenance of their communities. They are often volunteers, have a strong voice in community affairs, and take an interest in what is going on.

Even frail elders help to create jobs, as they need assistants and medical services. Thus, the value of elderly people to rural communities cannot be underestimated. As more elders move into rural areas, we will need to find ways to deliver health and other essential services to enable our rural elderly to age in place (Havens & Kyle, 1993).

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him via e-mail as well as to Dr. Richard McCarty (Editor of the *American Psychologist* and head of the Science Directorate), who informed him that the manuscript would be placed into the pipeline for the June or July issue of the *American Psychologist*. McCarty stated that the manuscript would be subjected to "fact checking" and that he would do his best to include it in an upcoming issue given its timeliness and relevance to ongoing debates. McCarty (upon hearing the preliminary news of acceptance) had originally encouraged Lilienfeld via e-mail to "do what I could" with the tone of the manuscript "without altering its essence." Lilienfeld made the revisions based on this advice. The revised article, now entitled "When Worlds Collide," was then accepted by Newcombe and Lilienfeld believed that it would soon be in print, although it seemed to be taking longer than expected. In April, Lilienfeld contacted Melissa Warren, Managing Editor at the *American Psychologist*, to inquire about the status of the manuscript. He informed her that he had never received the copyright forms and wanted to ensure that the manuscript was still being processed. Warren informed Lilienfeld that things were underway and that she was still attempting to obtain some information from Newcombe before finalizing the processing of the manuscript. Another month and a half went by.

On May 10, Lilienfeld went to his departmental mailbox and found a letter from McCarty informing him that after re-reading the manuscript and sending it out for additional external review (to five new reviewers), he had decided that the manuscript was in fact not acceptable for publication and that he had decided to overrule Newcombe's initial acceptance of the manuscript. In his cover letter, McCarty stated that he found the tone of the manuscript to be troubling, and found its focus to be "narrow." He informed the author that he would be willing to consider another manuscript, but only if it discussed more broadly and generally the clash between social science and politics and provided no coverage of the Rind et al. meta-analysis.

In defending his editorial decision, McCarty asserted that the *American Psychologist* is, and necessarily must be, a "conservative publication" that needs to be quite careful about its publications given its very large membership. He pointed out that this journal goes out to over 100,000 individuals and mentioned that the journal is closely associated with a number of prominent individuals who play a major role in APA policy. McCarty also referred to the *American Psychologist* as the "official organ" of APA and defended his decision partly on these grounds. McCarty suggested that Lilienfeld submit the manuscript to another journal or "delete the first part of the manuscript that deals

with the Rind et al. article" and instead use other examples of tensions between scientists and policy makers.

Lilienfeld is now appealing McCarty's decision to APA's Publication and Communications (P&C) Board. When the latest twist in the Rind/Lilienfeld scenario became public in mid-May, a series of highly critical emails were posted on the Council of Representative listserv. Several prominent APA members have threatened to resign, including Lilienfeld himself. The flurry of activity within APA prompted a posting by Norine Johnson and Phil Zimbardo on the listserv in late May urging colleagues not to take a position on the merits of the issues involved in the AP editorial decisions regarding the Lilienfeld article. They have requested all parties involved in the editorial review appeal to move forward with all due speed in this complex case. They expect that the Board of Directors will receive information on the outcome of the editorial appeal process at its June 8-10 meeting. Normally, the first step in an editorial appeal is to the journal editor (or editor-in-chief) of the journal. In this case that is Ray Fowler, but he has voluntarily stepped out of the appeal because some might view him as in a "conflicted" role. APA's Chief Editorial Advisor (CEA), Lenore Harmon, PhD, of the University of Illinois (who is also the former editor of the APA-published journal, *Journal of Counseling Psychology*), has agreed to present her initial review and analysis of the overall editorial processing to the P&C Journals Advisory Committee at meetings on June 1-3, with reports to the APA Board of Directors at its June 8-10 meeting. They have provided assurance that the matter will receive a full and open discussion by the Board of Directors during its June 8-10 meeting.

On June 1, Richard McCarty sent an email to the Council of Representatives, proposing to set aside a forthcoming issue of *American Psychologist* to include the entire original manuscript, an article by Newcombe summarizing her involvement, an article by McCarty summarizing his involvement, an article by an APA staff member summarizing the activity on the listservs, and four commentaries on the Lilienfeld manuscript. Lilienfeld will be asked to submit a response to these materials to be published at a later date. APA will also establish a web site available to anyone who wishes to express an opinion on the Lilienfeld article or the related articles in the special issue. McCarty's goal is that the forthcoming issue will stimulate passionate but reasoned debate about the peer review process and the integrity of the APA journals program.

By the time this Newsletter article is printed, some resolution of these issues may be reached. However, it is more likely that the debate will continue to stay as hot as our

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summer temperatures. Updates will be provided to anyone who is interested, and I encourage you to share your thoughts with me prior to the upcoming Council meeting in August.

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 Rind, B., Tromovitch, P. & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin*, 124, 22-53.

Sources for this item include emails posted by Richard McCarty, Norine Johnson and Philip Zimbardo, and Scott O. Lilienfeld, who included in his postings his correspondence with McCarty and Fowler, as well as the final draft of his manuscript.

**The APA Committee on Aging (CONA)** and Office on Aging continue to advocate for the provision of appropriate and efficacious mental health services for older adults. This year we have embarked on a two-step project related to this mission. First, an analysis will be conducted and a report prepared outlining the impact of Local Medical Review Policies (LMRP) for Psychiatric and Psychological Services on the availability and coverage of such services under Medicare. (The insurance carriers that process Medicare claims for HCFA establish LMRPs.) Second, an education campaign will be launched to advocate for the inclusion of psychology and evidence-based practice guidelines in the LMRP development process.

CONA also continues its quest to incorporate aging issues into all levels of training. Recently, the initial charge of the Textbook Guidelines Initiative group, "to promote the infusion of multicultural, gender and sexual orientation issues into the development of introductory psychology textbooks," has been expanded to include aging (and disability issues). Two representatives of CONA now sit on this workgroup. CONA and the Office on Aging look forward to continued collaboration with Division 20 on these and other Aging Issues.

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The student committee will be organizing a symposium on careers in psychology and aging. There will be an attempt to schedule it close to student social hour events. There was discussion of ways to increase incentives for attendance at program / social events. The Executive Committee was asked to encourage students to join student list serve (currently serving 13 student members).

**Council Report by Susan Whitbourne:**

Clinical geropsychology guidelines moving through APA committees & boards with little problem. A small increase in votes for Division in apportionment would get 2<sup>nd</sup> rep for the Division. There was discussion of a policy for endorsement by divisions of ADA presidential candidates.

There was discussion of the need to increase Division 20 activity and representation on committee and boards of APA governance. CONA could play a key role in forwarding Division 20 nominees to key committees and boards.

**New business:**

Discussion of ways to get students more involved in Division in meeting activities. Suggestions included:

- (a) Mentor programs
- (b) Social hour in Division 20 Suite
- (c) Breakfast w/ Board
- (d) Hospitality suite after dinner time

Adjourned at 9:25 a.m.

**Coming in Fall Newsletter:  
 APA Presidential Candidates Address Aging Issues**

This year Roger Dixon is asking each of the APA presidential candidates to address three questions relevant to Division 20 members: (a) their interest and involvement in Division 20; (b) their professional/scholarly interest and involvement in issues related to the psychology of aging; and (c) the extent to which aging is part of their platform or agenda for their presidential year.

Candidates' replies will be carried in our fall newsletter, on our listserv, and on our website ([www.aging.afl.edu/apadiv20/](http://www.aging.afl.edu/apadiv20/)). Division 20's Executive Committee hopes you will find the information useful when deciding how to vote in the APA presidential election. Watch for it!

Judith A. Sugar, Ph.D.

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cedures, including moving the adjudication of some cases to alternative bodies (such as the State Associations) and eliminating the adjudication of other cases. This was presented as an information item and no action was taken at this time.

There was extensive debate over a Resolution on Assisted Suicide, the second of two proposals put forward by the Task Force on End-of-Life Care. It does not take a formal position on assisted suicide but suggests that psychologists should be involved in discussions with health care teams on individual cases. The Resolution passed by a 74 to 65 vote. Remaining items on the agenda included a report on changes in the APA guidelines for internship and the actions needed to follow up on suggestions generated in breakout sessions for priorities for APA

Please let me know if you have any concerns regarding these agenda items or suggestions for new legislation to submit for the next Council meeting, which will be held in August in conjunction with the Convention.

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**TENNESSEE**

- University of Tennessee (Department of Educational Psychology)

**TEXAS**

- Baylor University (Psychology Department)
- Texas A & M University (Department of Educational Psychology)
- Texas A & M University (Department of Psychology)
- Texas Southwestern University Medical Center at Dallas

**UTAH**

- University of Utah (Department of Psychology)

**VIRGINIA**

- American School of Professional Psychology – Virginia
- Virginia State Polytechnic University (Department of Human Development)

**WASHINGTON**

- Eastern Washington University (Department of Applied Psychology)
- Washington State University (Department of Psychology)

**WEST VIRGINIA**

- West Virginia University (Department of Psychology)

**WISCONSIN**

- University of Wisconsin (Institute on Aging)
- University of Wisconsin (Department of Child and Family Studies)

**CANADA**

- University of Calgary (Department of Psychology)
- Concordia University (Department of Psychology)
- University of Ottawa (Department of Psychology)
- University of Saskatchewan (Department of Psychology)
- University of Victoria (Department of Psychology)

**Adult Development and Aging News**

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