

# Adult Development & Aging News

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## 20 DIVISION

### President's Message

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It is wonderful to be a part of Division 20, the leading division in adult development and aging. The opportunities in our Division for leadership and participation are tremendous, and the quality of our members' work is exceptional. That said, we have many challenges and I want to have an active year in addressing some of these.

Our division is in the midst of dramatic changes, in both the numbers and composition of our membership. Our membership levels have returned to levels from 1986 (approximately 1150 members), and which represents a 33% decrease from our all time high levels from 1998 (1724 members). This has been happening across a number of traditionally smaller, basic and applied science divisions. Looking more deeply into our membership characteristics it is evident that we need to attract more junior faculty and clinical members. In 2008 we had 102 members under the age of 40 and 265 members over the age of 70. Looking at the numbers more broadly we had 267 members under the age of 50 and 551 members over the age of 60. **I have gotten support from the Executive Committee to create a Division 20 Early Career Task Force. Brian Yochim and Ann Pearman** have graciously agreed to co-chair this task force and to receive support from Executive Committee members **Rebecca Allen and Joe Gaugler**. You will hear more about our planned activities for

Early Career Psychologists in Division 20 throughout this coming year.

Membership composition is also changing dramatically. We have as many members with a strong clinical background as we do a basic and applied research background. For example, we have as many geropsychology members as we do developmental psychology members. We have more general clinical members than we do any other subgroup. It is no coincidence then that I am the first Division 20 President to have spent considerably more time performing clinical assessments than teaching in the classroom. As we move forward Division 20 leaders and members will do well to value and encourage diversity in broad terms and become a Division known for embracing diverse groups (including professional background, ethnic minority makeup, and sexual orientation). In 2008, Division 20 had only 71 members who self-identified as American Indian (1), Asian (28), Hispanic (23) or Black (19) and only two who identified themselves as multiracial/multiethnic.

These days I spend most of my time at Wayne State University as a research administrator for two different interdisciplinary research institutes



**Peter Lichtenberg**  
Division 20 President

(Institute of Gerontology 1965-present; Merrill Palmer Skillman Institute 1919-present) as well as doing a fair amount of fund raising for these entities. One of the wonderful aspects of being a psychologist is having a career that can lead to many differing opportunities. Membership in APA and in Division 20 in particular adds a richness of experience and knowledge that helps create those opportunities.

What does membership in Division 20 have to offer? Division 20 offers several valuable opportunities including, (1) a cross-section of talented research scholars and clinicians who examine aging and age related changes from a variety of perspectives and methods; (2) a smaller divisional home in which networking and national leadership opportunities are available; (3) the opportunity to influence APA's governance and how it

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**Adult Development & Aging News is co-edited by Jennifer Margrett (Iowa State University) and Grace Caskie (Lehigh University).**

**Deadlines for submissions are: September 1 February 15 June 1**

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Your Newsletter editors must use the addresses that APA provides.

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approaches aging within the larger organization and (4) the journal *Psychology and Aging* and other discounts to professional products. What does APA do for us; (1) the strongest science advocacy for psychology in the world; (2) a strong connection with the APA Office on Aging, APA's top governance office for aging issues; (3) the strongest practice advocacy for psychology in the world and (4) exceptionally talented government relations professionals who understand the interdisciplinary nature of aging and promote the betterment of older adults through collaboration with many other fields. Those are but a few of the main reasons why if you are interested in aging you should be an APA Division 20 member.

We, the members of the American Psychological Association's oldest unit representing aging, Division 20, are so fortunate to have such outstanding Executive Committee members. First, let's look at the year just past and the outstanding achievements of this group. I'll start with our President for 2008-09 and then our Executive committee members who are ending their terms in 2009. **Elizabeth Zelinski** was a fabulous President for the Division, leading several initiatives and especially her success and commitment to future success of our Division's student awards. **The Retirement Research Foundation** awarded Liz a grant for this year's student awards and for her to lead an effort in securing other funding for the future. In addition to this major accomplishment Liz was very responsive to all of the various Division 20 duties and responsibilities, including giving a wonderful

presidential address at the convention. **Chris Hertzog** contributed significantly in his role as Past President, whether mentoring Liz or me, or reviewing candidates for awards, his contributions were considerable. **Scott Hofer** deserves our immense gratitude for his work these past 3 years as Treasurer. He had to handle several tricky budgetary matters and really improved the standing of our Division. **Becca Levy** continues in her role as a member at large but ends her role on the Awards committee. Her careful shepherding of the awards process and preparation for handing out the awards made this year's award ceremony so very meaningful. Our Program Chairs, **Phil and Rebecca Allen** (no relation) helped us achieve an excellent convention program for 2009. They attended all the sessions and provided for all of the details needed. We thank **Sara Czaja and Karen Fingerman** for serving as members at large.

Continuing on with the Executive Committee are many individuals who made wonderful contributions this past year. **Joe Gaugler** has been an exceptionally effective and enthusiastic membership chair. **Norman Abeles and Susan Whitbourne** continue on as our voice in governance through the Council of Representatives. We are indeed incredibly fortunate to have two such savvy and committed council members. **Susan Whitbourne**, in addition, serves as the Division 20 Fellowship Chair and was instrumental in all of our Fellow nominees being

granted APA Fellowship! **Brian Carpenter and Shevaun Neupert** have done an extraordinary job with Continuing Education, including a very successful program at the Convention pre-conference workshop day—thanks also to our wonderful workshop leader, **Robin West**, who has developed an exceptional train the trainer model for cognitive training with older adults. We recognize the wonderful contributions of our members at large including **Ron Spiro** and **Susan Charles**. **Susan Charles** also serves as the co-chair of the Education committee along with **Alison Chasteen**. Finally, none of us would be in any position if it wasn't for the thorough and tireless job that **Jane Berry** does as Chair of Elections. We also give our deepest thanks to **Michael Marsiske** for so ably being our webmaster and Executive Committee listserv manager. **Lise Abrams** is our Division 20 listserv manager, and we thank her for this important contribution to the Division. We thank our many liaisons and our Division historian, **Harvey Sterns** whose work gives us a rich background of the roots of our division. Huge thanks also to our wonderful newsletter editors, **Jennifer Margrett** and **Grace Caskie**.

We welcome several new members to the Division 20 Executive Committee who we know will bring their time and talents to the work aimed at improving adult development and aging within APA. I am delighted to welcome **Cameron Camp** as President-Elect. **Keith Whitfield** begins his 3-year term as Treasurer and

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## Dialogues between Divisions 7 (Developmental) and 20 (Adulthood and Aging)

### Alcohol Use Across the Life Span

Elizabeth M. Oliva<sup>1</sup>, Sandra A. Brown<sup>2</sup>, Theodore Jacob<sup>3</sup>, Laura B. Koenig<sup>3</sup>, and Rudolf H. Moos<sup>3</sup>  
 University of Minnesota<sup>1</sup>, University of California, San Diego and Veterans Affairs San Diego, Healthcare System<sup>2</sup>,  
 Veterans Affairs Palo Alto Health Care System<sup>3</sup>

Editors' note: This article appears as part of a series initiated by Chris Hertzog and Patricia Miller to facilitate research dialogues between members of APA Divisions 7 and 20.

#### *Alcohol Use Across the Life Span*

Alcohol is the most widely used psychoactive substance in the world. In 2007, over 50% of Americans aged 12 or older drank in the past month (estimated 126 million people) and 23% engaged in binge drinking (5+ drinks on one occasion; estimated 57 million people; Substance Abuse and Mental Health Services Administration [SAMSHA], 2008). For the majority of individuals, alcohol use is non-problematic and among older adults it may even be linked to better cardiovascular health; however, for many risk groups alcohol misuse can be destructive in multiple domains (e.g., accidents, injuries, addiction). Thus, there is tremendous interest in alcohol research, intervention, and prevention.

To better understand the course of alcohol use and its associated outcomes, a life span developmental perspective is needed. The benefits of this approach are evident in recent supplemental issues of *Addiction* (2008) and *Pediatrics* (2008). These issues highlight how alcohol behaviors occur in a developing individual with contributing factors across multiple levels of analysis also changing and developing over time. Indeed, Brown (2008) proposes a *double developmental synthesis* in which addiction researchers consider normative developmental processes (e.g., biological, cognitive, social-emotional, and behavioral changes) in conjunction with addiction processes to improve research, risk prediction, and treatment interventions. From this perspective, different risk and protective factors may emerge or become more or less salient at various ages and stages of development.

At a broad level, genetic and environmental influences have been shown to change across stages of both development and alcohol use (Dick et al., 2006; Pagan et al. 2006). For example, individuals with a family history of alcoholism appear to develop alcohol problems early in life (e.g., during adolescence) whereas individuals who develop alcohol problems later in life (e.g., after retirement) are less likely to have a family history of alcoholism. Moreover, mediators of the relations between level of response to alcohol and alcohol-related problems also differ by developmental stage (Shuckit, Smith, Anderson, & Brown, 2004; Shuckit et al., 2005). Although low level of response to alcohol has been shown to mediate the relationship between family history of alcoholism and alcohol-related problems, among adolescents, this relationship partially operated through alcohol expectancies whereas among middle-

aged adults it operated through drinking to cope with stress.

Important areas of alcohol research that will be discussed in this article include etiologic and treatment research. Both of these areas could benefit from further examining differences based on race/ethnicity, gender, and developmental timing of events.

#### *Etiology of Alcohol Use and Alcohol Use Disorders (AUDs)*

Alcohol onset typically occurs during mid-adolescence with early-onset alcohol use—i.e., use before age 15—associated with poor outcomes including increased risk for alcohol use disorders (AUDs; McGue, Iacono, Legrand, Malone, & Elkins, 2001; U.S. Department of Health and Human Services, 2007). As defined by the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition (DSM-IV TR; American Psychiatric Association, 2000) AUDs include alcohol abuse and alcohol dependence. Epidemiological studies suggest that rates of past month alcohol use increase dramatically over the course of adolescence almost tripling between 8<sup>th</sup> and 12<sup>th</sup> grade (16% vs. 44%; Johnston, O'Malley, Bachman, & Schulenberg, 2008). Rates of past month alcohol use increased into young adulthood, peaking between the ages of 21 to 25 at 68%, leveling off during middle adulthood at ~60%, and then decreasing into older adulthood (SAMSHA, 2008). Amount of consumption also changes dramatically over the life span with teens and young adults more likely to binge (5+ drinks in one sitting) and drink heavily (binge drinking on 5+ days in past month) compared to middle and older adults (SAMSHA, 2008).

Similar trends were observed for past year AUD prevalence with peak rates occurring in individuals aged 18 to 29 (7-9%) with rates decreasing as individuals age (e.g., .2-1.2% in individuals aged 65+; Grant et al., 2004). There is some concern, however, that the AUD criteria used to classify adolescents and older adults may not be appropriate, thus yielding “diagnostic orphans”, or individuals with AUD symptoms and problematic drinking who do not meet full criteria for alcohol abuse or dependence (Martin & Winters, 1998; Pollock & Martin, 1999). For example, among older adults, Lemke and Moos (2002) suggest that focusing on symptoms and using a lower consumption threshold may improve identification of drinking problems. It is unclear whether revisions to the

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DSM-V will address these issues (e.g., use a dimensional approach), but they are important considerations when studying AUDs across the life span.

Although there are clear differences in patterns of alcohol use across the life span, clinically significant heterogeneity in these patterns have also been observed within age groups. While most of the earlier work focused on identifying alcohol phenotypes (Cloninger, 1987; Cloninger, Bohman, & Sigvardsson, 1981; Jellinek, 1960; Zucker, Fitzgerald, & Moses, 1995), especially types of adult alcoholics, recent statistical procedures have led to an explosion of research using group-based trajectory approaches (e.g., latent growth mixture modeling, latent class growth analysis). These approaches estimate latent trajectory classes with distinct developmental trajectories and examine how those classes relate to predictors or outcomes.

Despite debate surrounding these approaches and their interpretations (Bauer & Curran, 2003; Cudeck & Henly, 2003; Muthén, 2003; Nagin & Tremblay, 2005; Sampson & Laub, 2005), researchers hope to identify common longitudinal patterns of alcohol use and their developmental antecedents and consequences as such knowledge may guide intervention and prevention efforts. For instance, Chassin, Pitts, and Prost (2002) identified three binge drinking trajectories from adolescence into emerging adulthood—i.e., early-heavy, late-moderate, and infrequent—that were differentiated by factors measured in adolescence including externalizing behaviors (among males), depression (among females), peer substance use, and parental alcoholism. Externalizing was associated with the early-heavy trajectory; depression was associated with the infrequent trajectory; and parental alcoholism was associated with both the early-heavy and infrequent trajectories.

There are five key directions for future research in this area: (1) the development of an understanding of the range of alcohol behaviors and trajectories, not just of problematic alcohol use (Zucker & Gomberg, 1986); (2) conceptualizing continuity and discontinuity in alcohol trajectories from adolescence into older adulthood (e.g., should problem use trajectory thresholds be lowered for the young and the elderly?); (3) examining continuity in measures of the underlying constructs and processes theoretically involved in alcohol use (e.g., social control—bonding/support; social learning—expectancies; see Moos, 2007 for a review); (4) figuring out how to incorporate psychiatric and health co-morbidities into trajectory analyses; and (5) examining factors associated with changes in trajectories (e.g., deflection from a problem use trajectory) that may differ across the lifespan.

Future research should also include the use of different measurement intervals, such as “measurement bursts” versus the long-delays typical of longitudinal research (Schulenberg et al. 2003), or measurement linked to developmental transitions such as entry into college or job retirement (Brown, 2004). Ecological momentary assessments may allow evaluation during salient periods of adjustment across the lifespan (e.g., transition to independence; marriage; Kypri, McCarthy, Coe, & Brown, 2004; Schulenberg, Maggs, & Hurrelmann, 1997) and help elucidate how these events relate to changes in alcohol involvement or the development or resolution of drinking problems. Another valuable step would be to extend trajectory analyses into later adulthood, as much of the research to date has examined alcohol trajectories from adolescence into young adulthood (Schulenberg, Wadsworth, O’Malley, Bachman, & Johnston, 1996). Recent advances have identified trajectories through middle adulthood that are consistent with existing theoretical work on alcohol typologies (Jacob, Bucholz, Sartor, Howell, & Wood, 2005; Jacob, Koenig, Howell, Wood, & Haber, in press).

#### *Alcohol Treatment Across the Life Span*

Although there are several treatments for AUDs that appear to be beneficial for adults who opt to participate in them (e.g., 12-step facilitation treatment, motivational enhancement treatment, and cognitive-behavioral treatment), the evidence is less clear for adolescents. Thus, there are many key questions about treatment across development and the answers may differ at various ages. Three especially salient questions are: (1) What are the barriers to treatment across the life span and how can we reduce them (e.g., brief interventions; Fleming et al., 1993)? (2) How can we best address treatment co-morbidities (e.g., nicotine, psychiatric co-morbidities; Brown, D’Amico, McCarthy, & Tapert, 2001; Myers, Doran, & Brown, 2007; Tomlinson, Brown, & Abrantes, 2004)? (3) Would age-appropriate intervention strategies be more successful in engaging individuals and producing better treatment outcomes (Rice, Longabaugh, Beattie, & Noel, 1993; Brown et al., 2001; Kelly, Myers, & Brown, 2005)? Interestingly, a number of studies suggest that older adults benefit from mixed-age inpatient, outpatient, and community residential facility treatment as much as younger adults do, and that older adults may even have better prognoses (Brennan, Nichol, & Moos, 2003; Lemke & Moos, 2002; Lemke & Moos, 2003a; Lemke & Moos, 2003b). An understanding of the common active ingredients or mechanisms involved in initiating and

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## APA Council of Representatives Report

Submitted by Norman Abeles and Susan Krauss Whitbourne

The August 2009 Council of Representatives meeting covered several critical issues involving the future of the Association. Of particular significance was the adoption of a strategic plan for APA, a process that was begun in 2007 as an initiative begun by Norman Anderson and continued through the work of a planning group that met through early 2009. The strategic plan will help guide APA through the next five years, an important period for the association as we confront significant budgetary challenges. It is likely that what will emerge from the strategic plan is greater efficiency both in governance and in the staff structure at APA. For our science members, the strategic plan also contained relevant language in that a main goal is recognition of psychology as a science. This goal aims to focus on psychology's prominence as a core discipline which includes science, technology, engineering and mathematics (STEM). It hopes to promote the application of psychological science to daily living and expand the translation of psychological science to evidence based practice. In addition it is planned to expand educational resources and opportunities in psychological science. Expansion of psychology's role in advancing health is another goal of the strategic plan relevant to Division 20.

In other actions, Council voted to establish an APA "designation program" for education and training programs in psychopharmacology. Considerable concerns were expressed about Ethical Standards 1,02 and 1,03 which address conflicts between ethics and the law. The Ethics committee was charged with proposing language to clarify these issues and help psychologists resolve such issues when conflicts arise. After a public comment period this fall, the Ethics Committee will come forward with proposals in preparation for Council's February 2010 meeting. We urge Division 20 members to examine the proposed changes and either contribute your comments to the website or forward them to us.

Two reports were received, one of which dealt with global climate change and the other concerned whether or not sexual orientation can be changed by means of psychotherapy. The first report summarized the psychological literature on climate change and emphasized research on behavioral aspects that can contribute to reductions of global warming. The second report resulted in council adopting a resolution on affirmative responses to sexual distress and change efforts which grew out of the findings of the report. This report found insufficient evidence that sexual orientation can be changed by psychotherapy.

Other discussions of relevance to our members concerned increasing involvement of Early Career Psychologists (ECP's) both as members of APA and as participants in governance. A discussion was begun that will be revisited in February regarding the step ups in dues for ECPs; we lobbied strongly for retaining the present system which is more favorable to ECPs than the proposed changes. Council also approved a suspension of the annual dues increase. Dues levels for all members and affiliates will remain at 2009 rates next year.

Some of you may recall that last year there was a proposal to change the bylaws so that the four National Ethnic Minority Psychological Associations would have a vote on council; this proposal was narrowly defeated. At that time, a Presidential Working Group on the Representation of Diversity on the Council of Representatives was created. Council accepted this report and requested that the report be referred to the Committee on Ethnic Minority Affairs, the Committee on the Structure and Function of Council and the Policy and Planning Board. Council also reaffirmed its earlier votes in support of a Bylaw amendment to officially seat the four Ethnic Minority Psychological Associations. We are very supportive of these efforts and would encourage any of our members with interest in this topic to contact us with suggestions.

As mentioned at the outset, APA faces significant budgetary challenges and in response to these, the Fall Consolidated meetings will not be held in 2009. A proposal to cancel these meetings in 2010 was attached to the preliminary 2010

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**Rebecca Allen and Lynn Martire** begin their 3-year terms as members at large. We are fortunate to have two wonderful co-chairs for the 2010 APA convention (August 12-15, 2010 in San Diego). We convey our thanks to **Melissa Franks and Carol Manning** for being our co-chairs this year.

I end with some thoughts about the people our Division 20 awards are named after; each one an exceptional Division 20 member; **M. Powell Lawton, Margaret and Paul Baltes**, and **John Santos**. When Powell was the Division 20

President in 1970-71, we only had 331 members. Each of these adult development and aging greats preceded the largest of the demographic changes in our country and foresaw the great needs of today and tomorrow's aging America and the world. Each of them demonstrated exceptional talent and commitment to older people and to the field. They and so many other Division 20 leaders who served in the past are what make Division 20 a remarkable organization. Serving Division 20, organized in 1947, is a great honor and pleasure. I hope you will join me in being an active volunteer for our division.

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### APA 2009 Division 20 Awards Submitted by Ron Spiro and Becca Levy

Thanks to past, current and future Division 20 presidents Christopher Hertzog, Liz Zelinski and Peter Lichtenberg for reviewing senior level awards.

Thanks to reviewers for RRF Student Awards

Adams-Price, Carolyn	Holohan, Carole
Bookwala, Jamila	Kennedy, Kristen
Boron, Julie Blaskewicz	Mccabe, David
Brady, Kit	Mienaltowski, Andy
Brennan, Mark	Mlinac, Michelle
Charles, Sue Turk	O'Rourke, Norm
Chung, Christie	Parks, Barbara
Coats, Abby Heckman	Pearman, Ann
Cronin-Golomb, Alice	Revell, Andrew
Davis, Guyla	Rodrigue, Karen
De Frias, Cindy	Rosito, Olga
Dollinger, Stephanie	Rosnick, Chris
Ebner, Natalie	Saczynski, Jane
Ferraro, Richard	Tucker-Drob, Elliot
Gaugler, Joe	Willoughby, Lisa
Hertzog, Christopher	

**The following awards were announced at the Division 20 Business Meeting at APA:**

**Award**

Baltes Distinguished Research Achievement Award

M. Powell Lawton Retirement Research Fund  
Distinguished Contribution Award for Applied  
Gerontology

**Recipient, Institution**

Sherry L. Willis, Ph.D.  
Pennsylvania State University

Antonette Zeiss, Ph.D.  
Veteran Affairs Office of Mental Health  
Services & Palo Alto VA Healthcare

**Award**

The Retirement Research Foundation Master  
Mentor Award

The Retirement Research Foundation Mentor Award

Springer Early Career Achievement Award in Research  
on Adult Development and Aging

The Walter G. McMillen Memorial Award for  
Parkinson's Disease Research

John Santos Distinguished Program Development  
in Clinical Gerontology Award

**Award**

Retirement Research Foundation Doctoral  
Dissertation Award in the Psychology of Aging

Retirement Research Foundation  
Completed Postgraduate Research Award

Retirement Research Foundation  
Completed Doctoral Research Award

Retirement Research Foundation  
Proposed Doctoral Research Award

Retirement Research Foundation  
Completed Masters Research Award

Retirement Research Foundation  
Proposed Masters Research Award

Retirement Research Foundation  
Undergraduate Research Award

Student Poster Award

**Recipient, Institution**

William E. Haley, Ph.D.  
University of South Florida

Patricia Reuter-Lorenz, Ph.D.  
University of Michigan

Elizabeth Kensinger, Ph.D.  
Boston College

Amanda Hemmesch, M.A.  
Brandeis University

John Santos, Ph.D.  
Retirement Research Foundation

**Recipient, Institution, Mentor**

Allison Bielak, Ph.D.  
University of Victoria  
David Hultsch, Ph.D.

Julie Bugg, Ph.D.  
Washington University, St. Louis  
Denise Head, Ph.D.

Joe Dzierzewski, M.S.  
University of Florida  
Christine McCrae, Ph.D.

Xuefei Gao, M.S.  
University of Illinois Urbana-Champaign  
Elizabeth Stine-Morrow, Ph.D.

Erin C. Hastings, M.A., M.Ed.  
University of Florida  
Robin West, Ph.D.

Tonya Elliott, B.A.  
North Carolina State University  
Tom Hess, Ph.D.

Crystal Kellenberger, B.A.  
University of California at Irvine  
Susan Turk Charles, Ph.D.

Renee Pepin, MA  
University of Colorado at Colorado  
Springs  
Daniel L. Segal, Ph.D.

Photos from APA 2009  
Submitted by Neil Charness



Peter Lichtenberg  
and Becca Levy  
presenting the  
John Santos  
Award



Becca Levy presenting Sherry Willis with the Baltes Award



Becca Levy presenting William Haley with the RRF Master  
Mentor Award



Ron Spiro presenting Erin Hastings with the RRF Completed  
Masters Research Award

## APA 2009 Program Report Submitted by Phil Allen and Rebecca Allen

We would like to thank the individuals who presented invited addresses and symposia for the 2009 Division 20 program of the APA convention. Invited addresses were given by Cheryl Grady (*How Has Functional Neuroimaging Influenced Our Ideas About Cognitive Aging?*), Lou Burgio (*Lost in Translation: Implementing Alzheimer's Disease Caregiver Interventions in the Real World*), Paul Verhaeghen (*A Walk Down Working Memory Lane*), Silvia Sorensen (*Psychosocial Interventions for Older Adults With Vision Loss*), Liz Zelinski (Presidential Address), David Hultsch (Baltes Award Address), and Glenn Smith (CWC: *Update on Dementia Evaluation Guidelines*). Symposia were chaired by Bruce Schneider (*Aging and Communication—A Research and Practice Challenge*), Becky Allen (*Service Delivery and Culture Change in Long Term Care—Qualitative and Quantitative Methods*), Lindsay Ryan and Jacqui Smith (*Are You in Control? New Developments in Control Beliefs Research*), and Daniel Morrow (*Predicting Online Search Among Elders With Diverse Literacy and Cognitive Abilities*). We also wish to thank all those individuals who presented posters (including Renee Pepin — who won the student poster award). It was because of your fine work that Division 20 was able to provide such a quality convention program.

## Fellows Report Submitted by Susan Krauss Whitbourne, Chair

Division 20 had another successful year with Initial Fellows application. Nominations and self-nominations were received from 3 Division 20 members, and all were selected to be forwarded to the APA Membership Committee. I am happy to report that all 3 were recommended for Initial Fellow Status after the Membership Committee review in March. Please join me in welcoming our newest Fellows: Joseph Gaugler, Ullman Lindenberger, and Lisa McGuire.

Several excellent names were submitted to be considered for Division 20 Fellow Status, and I am happy to announce that Kristi Multhaup and Donald Stuss have accepted our invitation.

In order to meet the Initial Fellows deadline of early February, I will again set the divisional deadline to a **firm** deadline of December 1, 2009. I know that several people are already interested in nominations, but it is not too early to be placing these names into nomination. In fact, I believe that all three of our initial fellows began their applications in September of last year.

The requirements for Division 20 members to be nominated to Initial Fellow status are available on the APA website (<http://www.apa.org/membership/fellows.html>). Nominees and potential nominees should be aware of the importance of the nominee's self-statement, which makes clear exactly how the nominee has made "unusual and outstanding contributions or performance in the field of psychology" (as stated on the website). Also, although not mandatory, evidence of involvement in APA is very helpful and greatly strengthens the application. Recommenders must also fill out **two** forms — one is called a "worksheet" so it might not seem that it's required, but it is and is actually very important because it contains a rating scale. The other form which is called the "Fellow Status Evaluation Form" includes the actual letter of recommendation. Nominees are expected to send these forms to their recommenders (unless someone else is handling the nomination) which are available as PDF's. At present, the application is still not online (unfortunately!), and until it is, all forms must be obtained by me and will be sent as email attachments. Please contact me at [swhitbo@psych.umass.edu](mailto:swhitbo@psych.umass.edu) and I will send you the efiles along with more specific instructions.

Also, please think of nominees who are Current Fellows in other divisions and suggest that they contact me, or you may contact me on their behalf. The application is far simpler, requiring only a current CV and brief cover letter. The deadline for nominating Current Fellows is May 1, 2010.

Finally, I would like to acknowledge and thank all letter writers for this past round of nominations: Lou Burgio, Cameron Camp, John Cavanaugh, Bill Haley, Chris Hertzog, David Hultsch, Peter Lichtenberg, John Nesselrode, Liz Stine-Morrow, and Steve Zarit, I would also like to thank my committee, Liz Zelinski, Peter Lichtenberg, and Chris Hertzog, for all their help in reviewing the initial fellows applications and selecting our newest current fellows.

## APA Presidential Candidates Comment on Adult Development and Aging

Peter Lichtenberg posed the following questions to all APA presidential candidates. Candidate responses are reprinted below. Dr. Robert E. McGrath is also a candidate but did not submit a statement.

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

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

(3) Could you briefly explain any way in which aging is part of your platform or agenda for your presidential year?

### Donald N. Bersoff, Ph.D., J.D.

Although I am not a member of Division 20, I have four connections with the work and interests of your Division. First, I qualify as a Lifetime Member of APA by virtue of my age and my 45 years tenure as a member and Fellow of our association. Second, I have been a longtime colleague of Norm Abeles, one of your Council Representatives. He knows of my work when I served as APA's first general counsel and as a fellow member of the Council of Representatives. Third, I found it important enough (for reasons that will become evident below) to include the "Guidelines for Psychological Practice with Older Adults" (originally appearing in 2004 in *AP*) in my text, *Ethical Conflicts in Psychology*, published by APA and now in its 4<sup>th</sup> edition. Finally, in the same light, please see my answer to Question 3 published at p. 73 of the September issue of the *Monitor* regarding diversity.

Given not only the aging population of APA but of the population in general, I and my fellow members of APA should be paying significantly more attention to the physical and psychological problems faced by older adults and I appreciate being sensitized to the issue. One way or the other there will be a transformational change in health care policy and delivery and if psychologists are to be important participants in this change, we must become more knowledgeable about those problems. As one of the Guidelines (referenced above) state, "Psychologists strive to gain knowledge about theory and research in aging." But, even beyond that, we must be cognizant of evidence-based practices that are effective for this population. As we should be, APA has been a vocal supporter for diversity regarding race, ethnicity, gender, and sexual identity. But we tend to give only lip service to aging. There are very few classes in our professional training programs that focus on older adults.

There are a great many things an APA presidential candidate can promise but the reality is there is very little a president can do in his/her one year's tenure. But if it is at all possible, I would like to see APA create an award for professional and scientific contributions to the psychology of older adults that would be given at the APA convention along with an hour reserved for the presentation of the awardee's paper.

Thank you for the opportunity to address the Division 20 membership. For more information on my candidacy, please see [www.donbersoff.com](http://www.donbersoff.com).

### Ronald H. Rozensky, Ph.D., ABPP

Response to Question 1: Division 20 is a model within APA because it supports the integration of a strong research focus with a commitment to education, training, and practice. I was an active member of Division 20's workgroup, led by Dr. George Niederehe, that prepared the final draft of the "*Guidelines for Psychological Practice with Older Adults*." I advocated for passage through my role on the Council of Representatives. When on APA's Board of Directors I met with the Committee on Aging during discussions of training in geropsychology and encouraged seeking APA funding to help support the "National Conference on Training in Professional Geropsychology." I was particularly interested in the Conference's focus on developing "competencies in training in geropsychology." As departmental chairperson, I provided encouragement and time for one of my department faculty, Dr. Christina

McCrae, to attend that important meeting. Thus, I have been involved in several important events for the community of scholars-practitioners in aging.

Response to Question 2:

**Scholarship:** I published five textbooks on health psychology including *Health Psychology through the Life Span* and *Psychology Builds a Healthy World*; each with chapters on aging by well known scholars from the Division. I am founding editor of *The Journal of Clinical Psychology in Medical Settings* publishing peer-reviewed translational research focused on chronic illness, disability, and the most prevalent diseases of older adulthood.

**Academic Interest:** There is no better illustration of my support for research and service with older adults than, as chairperson of the University of Florida's Department of Clinical and Health Psychology, my hiring new, excellent, faculty with expertise in Geropsychology and aging while supporting senior faculty as they broadened their research in aging. Newly hired faculty during my tenure included Drs. Michael Marsiske, Christina McCrae, Dawn Bowers, William Perlstein, and Catherine Price who all added to a rich portfolio of research, clinical services and wonderful training opportunities for our students, interns, and fellows. I supported our NIA-funded T32 predoctoral training grant in aging with faculty time, laboratory space, staff resources, and trainee funding. That grant became a keystone in our University's Network for Biobehavioral and Social Research and Training in Aging (a trans-college initiative). My Behavioral Medicine graduate seminar includes a lifespan perspective on health and illness and utilizes the *Guidelines for Practice with Older Adults* as a key reading.

**Service:** My students routinely see older adults with a range of medical and/or psychological diagnoses for assessment and treatment. My national service includes being a long-time board of directors member of the Simon Foundation for Continence, [www.simonfoundation.org](http://www.simonfoundation.org), and writing and speaking on psychological issues surrounding adult urinary incontinence.

Response to Question 3: My presidential initiative "*Psychology and Public Health: Opportunities for Psychologists in Research, Practice, and Public Service*" has aging as a key element. This future-oriented taskforce includes the practice and science of individual and population-based prevention, health promotion, treatment, and health policy across the lifespan and will include basic and applied scientists who work with older adults to assure that this population receives proper attention within this public health initiative. Please see [www.RozenskyforAPAPresident.com](http://www.RozenskyforAPAPresident.com) for more information.

### Melba J. T. Vasquez, Ph.D., ABPP

Response to Question 1: Division 20, Adult Development and Aging, whose mission is to advance the study of psychological development and change throughout the adult years, serves a very important function in the APA, and for society. In my role as member of the APA Board of Directors, I have chosen to serve as liaison to the Committee on Aging (CONA) as part of my responsibilities, and that has kept me informed of some of the key issues and interests of this community. Although I am not a member of Division 20, I consider one of my major divisions, Society of Counseling Psychology, Division 17, to be a very close "cousin" in that we study development throughout the life cycle as well. Psychological science that informs us of the variables associated with quality of life is critical for those of us who work with older adults (e.g. those variables related to dementia, brain degeneration or memory problems), and advocacy on the part of APA and its members is critical to ensure coverage and strengthening of Medicare mental health services. As a member of APA President Ron Levant's Task Force on Enhancing Diversity, I served with representatives of various diverse groups, including Norm Abeles who was representing older adults. We all learned a tremendous amount from each other.

Response to Question 2: I am in full time independent practice and have begun to develop an expertise in the mental health needs of older adults. I am one of the few psychologists in my community who serves as a provider for Medicare, and I see the provision of services to older adults as a critical responsibility. In my work, I refer to the *Guidelines for Psychological Practice With Older Adults* (2003, American Psychological Association) as well as *Assessment of Older Adults with Diminished Capacity* (2008) published by the American Bar Association and the American Psychological Association. Although I don't consider myself an expert in this area, it is critical that all providers of services obtain continuing education whether they work directly with this clientele, or the loved ones of older adults.

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## Vasquez, continued

Response to Question 3: I intend to integrate a life span approach in all relevant aspects of my projects. I am interested in addressing such issues as poverty and health disparities among members of society. Older adults who are poor and who are ethnic minority often do not receive the same quality of health and mental health services; it is my goal that my platform will address these issues. Our advocacy efforts must encourage research agencies to prioritize studies on aging, emphasize the value of psychology training grants, and showcase the centrality of mental health parity. HHS Secretary Kathleen Sebelius issued a new report in late August, 2009, *America's Seniors and Health Insurance Reform: Protecting Coverage and Strengthening Medicare*, and psychologists must keep abreast of these issues.

Please visit my website, [www.melbavasquezforapapresident.com](http://www.melbavasquezforapapresident.com) to see my commitment to effective leadership for all of psychology. I respectfully ask for your #1 vote.

## Robert "Bob" Woody, PhD, ScD, JD

Response to Question 1: I am a Diplomate in Clinical and Forensic Psychology, ABPP, and an APA Fellow of Divisions 12, 16, 17, 18, 38, 40, 41, 42, 43. Although adult development and aging is not my "specialty," in all of my professional activities (e.g., on the APA Ethics Committee [1997-1999] and the Council of Representatives [2002-2007], to name but a few roles), I have consistently maintained a lifespan perspective; certainly because of my own stage of life, issues relevant to adult development and aging have been long been central to my professional efforts. Moreover, as a Professor of Psychology (and former Dean for Graduate Studies) at the University of Nebraska—Omaha, I offer a scholarly approach, commonly aligned with the scientist-practitioner model, with educational opportunities for all ages.

In addition to embracing adult development in my teaching, research, and real-world practices as a psychologist, my being an attorney allows me to integrate legal considerations into psychological information. Relevant to aging, I apply two thrusts (i.e., psychology and law) to counteract bias, prejudice, and discrimination, regardless of context. Current public policies and sociodemographics create numerous challenges that call for advocacy on behalf of ALL adults, which I am able to handle.

Response to Question 2: My career-long effort has spanned an array of diversity issues throughout the lifespan. As a family-oriented psychologist, I have worked in rural and urban poverty-prone areas (including with Appalachian and inner-city folks). In the practice of counseling, clinical, and family psychology and as a professor of psychology, I have focused on individuals with disabilities and those from disenfranchised cultural situations. A common theme has, of course, been intergenerational considerations. I have dealt with a myriad of legal issues that pertain to rights of adults, such as neglect and abuse of older adults.

Having advanced training in psychology, education, health services, and law, I am competent to deal with the many issues faced by older adults. For example, since I hold a Doctor of Science in health services administration/research, I am ready to shepherd enhanced health care to better meet the needs of older adults.

Response to Question 3: Being aware of the need for state-level determinations, APA should set forth model state licensing laws, professional ethics and standards, and guidelines for dealing with critical issues. There are two important objectives that are part of my presidential agenda: to assure high quality psychological services for ALL people; and to upgrade the quality of the profession. For example, the profession and clients can benefit from the use of the substantial body of research on mental health risks for older adults and effective interventions for common problems (e.g., depression).

My practical approach involves optimal use of communications (including the mass media) and technology (e.g., lifelong distance education). Also, I am able to prepare and convey persuasive messages to governmental, community, and professional sources that will advance the rights of and benefits for older adults. [For more details, see: [www.BobWoodyHelpsPsychology.com](http://www.BobWoodyHelpsPsychology.com).]

## Teaching Tips

### On the Large Lecture Hall

Susan T. Charles & Crystal Kellenberger

For this issue's Teaching Tips section, I decided to take a consumer approach: Crystal surveyed undergraduates about their thoughts regarding the ideal classroom environment. Our discoveries were reminiscent of the comment Abraham Lincoln made about the inability to please all the people all the time. Students loved the i-clickers ("especially when professors gave practice questions!") and they hated the i-clickers ("expensive and just a tool to see if we came to class"). Most students preferred power point slides (especially when they were posted prior to class) but a small minority preferred professors who used the whiteboard instead (with others commenting that the professor's writing is often illegible and too small in a cavernous lecture hall if you were seated far away). Although my foray into qualitative pedagogical research yielded more discrepancy than not, I finally came up with a short list of comments that proved fairly reliable across the students.

1. **BE ORGANIZED – KEEP IT SIMPLE.** No student disputed this one, and almost everyone mentioned this point. Students commented that, "I learn better when teachers are very structured and organized in their lectures. Power points, bullet points, and outlines help." Another student commented that, "sharing an outline of what is to be discussed, or important points to garner by the end of the lecture, helps immensely! That way, students know where the professor is going, what the important points are, and how each topic fits into 'the bigger picture'. It's also helpful for the restless student- they'd know how much more material the professor plans to cover before class lets out."

Editorial comment: Okay. Many of you are reading this thinking, "well, of course!" but I think one pitfall for the new instructor is that she/he tries to add too much to a lecture, which makes it look disorganized to the student. Even if there is a lot of material to cover, showing the students how to encapsulate the material into a few major headline points can really help them, and making very clear transitions to show them how these points are related helps as well.

2. **BE INTERACTIVE.** Even if you have to lecture in a HUGE lecture hall (something that is becoming

more and more common in many campuses that are witnessing large budget cuts and diminished resources for hiring lecturers), students like the interaction. One student wrote, "I had a social psychology lecture [with] at least 500 students, but amazingly, the professor found ways to get people to participate and made the class much more interactive and valuable. For example, she had demonstrations of different concepts by having students from the lectures come up in front of the class (voluntarily of course), and this made us feel like we were actually somehow contributing rather than merely being talked at." Other students mentioned that asking questions even in these huge lecture halls is very helpful, and several books and website offering teaching tips recommend visually dividing the lecture hall in sections and making eye contact and calling on people from each section of the room (beginning in the middle, farthest back). One student commented that, "My favorite teachers are the ones that make the most of class time by asking stimulating questions and providing good follow-through lectures that guide me in finding answers to these questions that are prompted."

Editorial comment: Formulating interesting questions is often more difficult than writing the lecture, but apparently (from the comments of the students) well worth the effort. In addition, a popular instructor told me that in her 80 minute class, she uses the i-clicker for questions about 10 times (and then uses these questions on subsequent midterms). She says that the curve still remains, so no worries about creating too easy a learning environment.

3. **BE DYNAMIC – NOT STATIC.** Students commented that they preferred that the professor walk around the room when lecturing. They also liked a dynamic speaking style – long pauses or changing the tone of voice was very important.

Editorial comment: I have a colleague who purchased her own electronic device that allows her to move her power point slides forward remotely so she can walk around the room. I personally have an issue with

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## Teaching Tips, continued from p. 13

walking up and down the stairs of a large lecture hall without feeling like I have my back to the audience (which I do). I think I'll stick with the podium area. A teaching tips book also mentioned not talking from notes, because voices often become more monotone when reading, as opposed to more spontaneous speech when speaking from bulleted notes.

4. **TELL A STORY.** Students tell me that their favorite lectures are ones where they feel the professor tells a story of discovery. This story includes the examples professors provide. Many students made comments such as, "Giving real-world examples or examples that could possibly make students feel that the subject area is indeed relevant and applicable in some way to their lives, is always a fun and interesting way to connect with students." Another student wrote that, "Anecdotes and examples related to the field really help me to remember theoretical information." To continue the theme, another commented that, "My favorite teachers were the energetic, dynamic ones, and the ones who seemed to really enjoy what they were teaching. They were also the ones who had lots of

stories to tell to the class in order to supplement the material they were teaching and to keep the students interested in paying attention. Also, I enjoy the teachers who relate the material to real life situations through stories, anecdotes, or current events. To summarize, one student wrote, "A good tip for professors is to be engaging: keep your examples simple, interesting (and funny, if possible), and relatable."

Editorial comment: I did get a few students commenting that too many stories about the professor's personal life are annoying, and one student called them at times, "unethical." I have no idea what the student meant by unethical, and the only specifics I heard from the students was one professor who spoke at length of a horrible divorce she was experiencing. The stories also help with problems of sounding monotone – telling a story (not being read) creates a cadence that is different from the one used for reading facts or definitions. In sum, keep lectures, clear, interactive, and moving (both you and the lecture). And tell a story. Everyone likes a good story.

## Student News

Submitted by Andrew Bender

Welcome back to another rewarding academic year with Division 20! I am delighted to be serving as the new Graduate Student Representative to Division 20. I hope to hear from some of you as to how Division 20 and APA can better serve the needs of students and junior professionals. You are encouraged to email me with ideas or concerns you would like addressed ([bender@wayne.edu](mailto:bender@wayne.edu)) at the Division 20 Executive Committee meetings.

One of the remarkable aspects of Division 20 is that we pull from a wide range of disciplines within psychology from clinical geropsychology to social psychology to basic animal research and biopsychology to cognitive aging and development. Despite such disparate interests, we have a lot in common just by virtue of being students, and we can all benefit from this diversity of backgrounds, interests, and experiences. One of the ways we hope to work toward this is through the use of newer technologies and social networking tools. Earlier this year, my predecessor Kevin Petway set up a Facebook group page for Division 20; Kevin and I will continue to work on improving the site as another means to foster communication among members and to help serve our needs. As the age distribution on Facebook tends to skew positively, students are the most immediate and direct beneficiaries of such a tool. I encourage everyone who is a Facebook member to join the Division 20 group and post announcements about awards, job opportunities, or just share links to great aging-related research you might be reading. Also, I want to ask all APAGS members to encourage your student peers studying aging and adult development to join Division 20 as a student affiliate – there are no dues for the first year, and membership affords many great opportunities.

Even though the 2009 APA meeting in Toronto was only a short time ago, we are already starting to plan for next year in San Diego. I will be coordinating a symposium geared toward students and junior members. I hope to include professional development talks on a variety of topics from some of our esteemed experienced colleagues that will benefit those of us in the early stages of our careers. If you have ideas, please be sure to let me know. In addition to the symposium, I will also be organizing a social event for Division 20 student members at APA 2010. Having lived in San Diego prior to moving to Michigan, I am sure we'll be able to find a great venue for relaxed and collegial socializing.

## Remarks from Dr. John Santos after receiving the first Division 20 John Santos Award

I wish that I could be with you to have the honor of receiving your award in person. After many years in retirement from the University and the literature, I won't presume to provide some special enlightenment or wisdom related to the field of aging. However, I will offer a few recollections based on my personal experience and efforts to assist in the support and development of educational, research, and service programs in gerontology.

Many years ago, I often commented that "progress" in the field of aging seemed to move with all the deliberate speed of the continental drift. However, now I am both greatly impressed and amazed at how far we have come in the intervening years. I guess you just have to be patient and persistent and maybe have more than a little bit of luck. I remember that it took many years for us to get NIMH funding for a master's level program in gerontological counseling and ten years as a trustee for me to convince the Board of Retirement Research Foundation to invest in educational and training programs in geriatric mental health for professional and paraprofessional personnel in OT/PT and other health care disciplines. Maybe as a very astute politician once said, "You don't have to be that good, you just have to hang around for a long time."

With Gary VandenBos, Martha Storandt, Margie Gatz, Barry Lebowitz and many others, we organized the "Older Boulder" Conferences along with a meeting in Washington of national health and mental health organizations to promote and discuss interest and involvement in aging related issues. Gary and I also met with Directors of Clinical Psychology Programs regarding training in geropsychology, after which I commented that I thought the reactions could be described as bordering on "rousing disinterest." Fortunately, that opinion did not prove to be true.

Certainly, there were some very important breaks, like being on a Board of Trustees where substantial discretionary funds were available for a number of grants like those to Division 20 in recognition and support of outstanding graduate student research and mentoring by faculty members. In addition, those grants were also provided over many years for the continuing education of health and mental health service personnel on special geriatric topics relevant to their professional duties.

Finally, it would be unfair not to mention the importance of the Retirement Research Foundation and NIMH in those successes that we have had along with patience, persistence, and some pure dumb luck. A major part of my reluctance to retire from the Boards of RRF and the Alliance for Aging Research was the loss of opportunities to direct attention and support to development of programs in the field of aging. However, at 85 years of age and with some serious family responsibilities, it seemed like the thing to do.

Thank you again for your kind words and for having noticed.

## Continuing Education Report Submitted by Brian Carpenter, Co-Chair

Continuing our sponsorship of useful continuing education offerings, Division 20 and Division 12/Section II organized another successful preconference workshop at APA in Toronto. Presented by Robin West from the University of Florida, the Memory Action Program introduced attendees to current memory training research and provided them with information and skills to offer their own community-based memory intervention. Despite the distance and troubling economy, and because of some intensive marketing efforts by the Continuing Education Committee, enrollment reached 25 people, very close to our enrollment last year.

Soon, the CE Committee will be soliciting suggestions for workshops at next year's APA convention. If you have topics or presenters to recommend, contact Co-Chairs Brian Carpenter ([bcarpenter@wustl.edu](mailto:bcarpenter@wustl.edu)) or Shevaun Neupert ([sdneuper@ced1.coe.ncsu.edu](mailto:sdneuper@ced1.coe.ncsu.edu)).

## Minutes of APA Division 20 Executive Committee at APA in Toronto

August 8, 2009

Submitted by Cindy Berg

### **Continuing Education Reports** (Brian Carpenter & Shevaun Neupert)

The Division sponsored two CE programs this summer, Integrated Health Care for Older Adults (in Colorado Springs, 63 in attendance) and the Memory Action Program at APA (with about 33 participants). There will not be a sponsored workshop at GSA this year.

### **APA Science Directorate** (Pat Kabor)

As part of the foundation for health care reform, there was money set aside for comparative effectiveness research. Funds will be available for behavioral research. The stimulus package was great for funding, but was limited for specific purposes. Funding bills are going forward for 2010, with the basic research initiative going forward.

### **APA Practice** (Luana Bossolo)

Medicare is trying to sustain a big cut that would hit in January 2010. Five year review that CMS does and they are looking at cutting costs in terms of value. This would reduce psychologist's fees by about 7%. APA is trying to block these cuts. Forming a liaison with American Red Cross Disaster Response Network and would like some help from Division 20 surrounding disasters and their effects on older adults. She would also like some assistance from Division 20 on public education efforts.

### **Elections** (Jane Berry)

Cameron Camp is new President Elect, new Treasurer is Keith Whitfield, 2 members at large Rebecca Allen and Lynn Martire. Please think about being considered as candidates and also to nominate people for these positions.

### **Membership** (Joe Gaugler)

The committee has had 3 objectives: 1) to create flexible membership options for potential and current division members, 2) to slow the rate of membership decline, and 3) to develop a detailed plan of committee activities. Committee members are needed to assist with these objectives.

There has been a 12-year decline in membership. 265 of our members are between the ages of 70-74, 571 of

our members are over the age of 60. Many efforts have been made to increase membership and bring back folks who have resigned. Most of the resignations are due to deaths.

By-law revisions are being proposed to create a professional and international affiliate class. This was presented at the business meeting and would need to be voted on by 2/3 of the voting members present and it would go into effect next year. There will also be an online application for Division 20 membership.

### **Program Committee**

This year we had about 60 posters, which is fewer than normal. Fewer people attended APA this year. The lack of a social hour was because we lost the hour due to the convention within a convention. The lack of coordination between APA central and the Divisions in how the program is put together contributed to several program conflicts. Concern has been expressed in the past to APA, with little positive effect.

### **Treasurer's Report** (Scott Hofer)

The overall financial condition of our division continues to be sound. The investment account is contributing little to the income, but in general the financial situation for the division is stable. Student and member dues are similar to this time last year, and a dues increase was thought to be unnecessary. Scott proposed the same budget as last year. For future years, the trajectory of total assets should remain positive or at least stable assuming that our expenses do not increase significantly and the revenue from membership and student dues remains relatively stable.

### **Awards Committee**

The Division has a lot of awards. There needs to be an effort to eliminate discrepancies between some of our announcements of the awards. There is a low number of applications for senior awards. There was a discussion of whether we should require that Division membership be required for the awards.

### **CONA** (Debbie DiGilio)

ABA/APA Capacity Assessment in Older Adults Project is moving forward. There is a presidential task force on

caregivers as part of the APA president-elects initiatives. Task force exists on the guidelines for the evaluation of dementia and age-related decline. CONA award was given to Bob Knight.

#### **Council Reports (Sue Whitbourne & Norm Abeles)**

Budget of APA is not doing well. There is still an ongoing ethics debate about human rights. There is also a task force on global warming, APA is opposed to global warming. Sue will get the statements from the presidential candidates ready for the newsletter. Boards aren't meeting this fall nor in 2010 due to budget constraints.

#### **Fellows**

New fellows are Joe Gaugler, Ulman Lindenberger, and Lisa McGuire. Would be good to have a fellow's session on the program next year.

#### **Other business (Liz Zelinski)**

Liz sought funding for RRF grant. Received \$26,000 to fund the awards. The student awards may need to be consolidated. She also received funds to have a graduate committee identify foundations and write proposals. Goal is to write about 5 proposals for future funding of the Division 20 award program.

#### **New Business (Peter Lichtenberg)**

Priorities for 2009-2010 include an early career awards task force to get to know our early career members (we only have about 88 members who would be considered in their early career). Peter wants to understand how the Division can best serve these individuals. One-half of our members are clinical and we need to promote ourselves as involving both practice and basic research.

### **Upcoming APA Convention Dates and Locations**

2010	San Diego, California	August 12-15
2011	Washington, DC	August 4-7
2012	Orlando, FL	August 2-5
2013	Honolulu, Hawaii	July 31 - August 4
2014	Washington, DC	August 7-10

maintaining behavior change is one key toward making more advances in these areas.

Future studies in this area should include multidimensional assessments of predictors and outcomes of alcohol use. For instance, after extended alcohol remission, younger adults may be more likely to rebound financially than older adults (Moos, Finney, & Cronkite, 1990; Schutte, Brennan, & Moos, 2009). Examining outcomes across multiple domains can help identify content and contexts to target to best meet the treatment needs of individuals as they mature.

Notably, individuals seeking alcohol treatment tend to have more severe and longstanding problems and may not represent the vast majority of adults with alcohol problems. For instance, 77% of adults who have alcohol-related problems tend to resolve them without professional treatment, a process known as self-change or natural recovery (Sobell, Cunningham, & Sobell, 1996). Among adolescents, about 14% report attempts to reduce or stop alcohol use on their own (Wagner, Brown, Monti, Myers, & Waldron, 1999). Research in the area of self-change suggests that some older adults may continue consuming alcohol without incurring new drinking problems; however, they may be at risk for poorer health outcomes (Schutte, Brennan, & Moos, 2009). Future research in this area should examine factors and processes involved in self-change and in the stability and maintenance of alcohol related changes across the lifespan to guide efforts to improve treatment interventions (Sobell, Ellingstad, & Sobell, 2000; Brown, 2008).

#### Summary and Conclusions

These intergenerational and interdisciplinary dialogues play an important role in advancing the field of psychology, and in particular, the area of alcohol research. This brief article highlighted just some of the complexity involved in understanding the etiology and treatment of alcohol behaviors. Clearly, alcohol use and misuse unfold in the context of life long development and are influenced by multiple factors. Understanding common pathways towards and away from problematic and non-problematic alcohol use and the important factors contributing to those pathways can inform intervention and prevention programs and help reduce the burden of alcohol use disorders on individuals, families, and society.

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## Membership Committee Report: By-Law Revision to Expand Membership Categories Submitted by Joe Gaugler, Chair

Earlier this year, I, along with input from the Division 20 Executive Committee, proposed a revision in the current Division 20 By-Laws to expand membership to two additional categories: a Professional Affiliate and International Affiliate. These two new categories will help expand membership by allowing clinicians, practitioners, and residents of other countries to join Division 20 without having to join APA proper. This is standard practice in many other divisions, and it was felt a similar expansion of membership categories in Division 20 may provide an opportunity for inclusion that was heretofore missing.

Relevant changes in the By-Laws are included below in **boldface text**:

### Article II. Membership

#### Section 1.

Membership shall be of **five** classes: a) Fellow, b) Member, c) Associate, d) **Affiliate, and e) Honorary**. **Affiliate** classes of membership include student affiliates, **professional affiliates, international affiliates**, and teacher affiliates. Fellows, Members, and Associates must meet the minimum standards for these classes of membership as specified in the American Psychological Association by-laws. Honorary Members are appointed at the discretion and invitation of the Division. This class is intended to include individuals who serve the interests of the Division but who do not necessarily meet the criteria of regular membership (e.g., PhD). **Professional affiliates are persons who, due to their proficiency in areas related to the mission of the Division, can contribute to the Division's objectives but do not hold membership in the American Psychological Association. International affiliates are also proficient in areas related to the mission of the Division and can contribute to the Division's objectives, but reside in a country outside of the United States. International affiliates do not have to hold membership in the American Psychological Association to join Division 20.**

Per the Division 20 By-Laws, "The Division at any annual meeting by vote of two-thirds of the voting members present, or by a majority vote of the voting members of the Division on a mail ballot may adopt such amendments to these by-laws as have been (a) presented and read at the preceding annual meeting..." These by-law amendments were read at the Division 20 Business Meeting at the APA Convention in August; a final vote will take place in August 2010 at the next APA Convention.

If you have any questions or concerns, please do not hesitate to contact me, Joe Gaugler (email: [gaug0015@umn.edu](mailto:gaug0015@umn.edu); Phone: 612-626-2485). We encourage you to help us as we continue to enhance membership in APA Division 20!

### Council Report, continued from p. 5

Budget; both of us argued strongly that every effort be made to hold these meetings as they directly affect our division. In addition to CONA, Division 20 has interest in a number of other Boards and Committees (Board of Scientific Affairs, Board of Professional Affairs, and so on). We will continue to monitor the situation and will come back to you in the spring with an update.

Finally, we would like to remind you that Division 20 has two Council Representatives working on your behalf but we can only continue to have two seats on Council if you allocate your 10 Council votes to Division 20 when the votes are sent out in the Fall. Please remember our slogan "10 for 20"! If you feel that you must give votes to other Divisions or your regional associations, then please give Division 20 no less than 5 of your votes. But most importantly, vote!

Thank you for reading this report and please feel free to contact either of us with questions, ideas, and suggestions.

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Susan Krauss Whitbourne [swhitbo@psych.umass.edu](mailto:swhitbo@psych.umass.edu)

Division Dialogue, continued from p. 19

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**Implementing a Community-Based Program for Dementia Caregivers:  
An Action Guide using REACH OUT  
Submitted by Lisa McGuire**

REACH OUT is an evidence-based caregiver support systems designed to promote the health and well-being of adults caring for persons with dementia. *Implementing a Community-Based Program for Dementia Caregivers: An Action Guide using REACH OUT*, provides a step-by-step approach to using REACH OUT in communities of varying size and composition. Much of what appears in this Action Guide can be applied to other evidence-based programs and is intended to facilitate expansion of caregiver interventions and promote their adoption into widespread practice. This Action Guide was developed in collaboration with the University of Michigan, the Centers for Disease Control and Prevention, and the National Association of Chronic Disease Directors and will be available at GSA Booth # 110. For more information, please contact Michelle Brown ([mlr6@cdc.gov](mailto:mlr6@cdc.gov)) or Dr. Lisa McGuire ([lmcguire@cdc.gov](mailto:lmcguire@cdc.gov)).

**APA Division 20  
Executive Board 2009-2010**

Editors' Note: Full contact information for executive board members is located on the division webpage -- <http://apadiv20.php.ufl.edu/>

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**Distinguished & Young Investigator Awards**

(President, Past President, President-Elect)

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**APA Committee on International Relations Liaison**

to be named

**APA Committee on Women in Psychology Liaison**

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**APA Diversity Task Force Liaison**

To be named

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Andrew Bender  
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**Post-doctoral Representative (2009-2010)**

To be named

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**ANNOUNCEMENT: Early Career Task Force**  
Submitted by Ann Pearman and Brian Yochim

As part of his Presidential initiative, Peter Lichtenberg has started a task force to examine Division 20's early career members. The goals of this task force are to (1) enhance the early career experiences within the division, (2) increase and retain the division's EC membership, and (3) to offer some convention programming that is specifically relevant to our EC members. To this end, Brian Yochim and I have been appointed chairs of this task force. Our other EC members are TJ McCallum, David McCabe, Julie Bugg, Angela Gutches, Kristen Kennedy, and Shevaun Neupert. Our student representative on the committee is Kimberly Hiroto. Becky Allen and Joe Gaugler have agreed to be the non-early career representatives to the task force.

We plan to create a questionnaire for our EC members and to generate ideas and activities to recruit more. Please keep your eyes open for future Early Career Task Force activities!

**VOTE**  
**10 for 20 in 2010**

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Panzer-Division (20th Panzer Division). The 20. Panzer-Division was formed on October 15, 1940, in Erfurt, Wehrkreis IX, receiving Panzergrenadier-Regiment 59 from the 19. Infanterie-Division. From June 1941 the division was employed in the central sector of the eastern front, advancing to the vicinity of Moscow. In the summer of 1943 it took part in the Orel offensive. From October through December 1943 the division withdrew from Orel to the Vitebsk area via Gomel, Mogilev, and Orsha. The 2019–20 Division 1 FFF season, also known as D1 Arkema for sponsorship reasons, is the 46th edition of Division 1 FFF since its establishment in 1974. The season began on 24 August 2019 and is scheduled to end on 30 May 2020. Lyon are the defending champions, having won the title for last thirteen consecutive seasons. This is the first ever season with a title sponsor for league, after FFF announced a three-year deal with French chemicals firm Arkema. FIFA 20 Division Rivals allows FUT users to challenge similarly skilled players online, progress up the leaderboards, and earn various Ultimate Team rewards. FUT Champions qualification points are also on offer, giving users the chance to qualify for each Weekend League. During the week, FUT Rivals and Squad Battles are two of the best ways to compete in Ultimate Team online and offline, respectively.