

# Adult Development & Aging News

Volume 44, Number 1  
Spring 2016

20  
DIVISION

Adult  
Development  
and Aging

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## President's Message

### Remembering Dr. James E. Birren (1918-2016)

When I wrote my column last October on remembering and acknowledging our mentors, I had no idea that I would continue this theme with remembering the mentor to all of us in Division 20 — James E. “Jim” Birren. He was Professor Emeritus of Psychology and Gerontology, Founding Dean of the Andrus Gerontology Center, and the Leonard Davis School of Gerontology at the University of Southern California. He also created the Andrew Norman Institute for Advanced Study in Gerontology and Geriatrics at USC. Later he would move to University of California at Los Angeles to organize the Borun Center for Gerontological Research and serve as Associate Director of the UCLA Center on Aging.

Jim was a pioneer in aging research and was considered by many to be the father of modern gerontology. He was a Past President of the Gerontological Society of America. His death occurred on January 15, 2016 at the age of 97. A memorial symposium is being planned for the APA Annual Meeting in Denver. USC is also planning a memorial event to be held in April.

Jim served as President of Division 20 in 1956-1957 and, in 1978, he received the Distinguished Research Achievement Award from the Division. His career spanned the history of Division 20. He would often tell the story of how he attended the first meeting of Division 20 in Detroit in 1947. At the first banquet, it was decided that the youngest member of the division present would be the guest of the division. That person was Jim Birren.

We have all benefitted from his books and papers. The first *Handbook on the Psychology of Aging and the Individual* was edited by Jim and was published in 1959. This was the major graduate text for many of us until the *Handbook of Psychology of Aging* series began in 1977. Later there were many other books and papers with over 250 publications.

We are fortunate to have autobiographies written by Jim. One can be found in James E. Birren and Johannes J. F. Schroots (Eds.)'s (2000), *A History of Geropsychology in*



Harvey Sterns  
Division 20 President

*Autobiography*, published by APA and another in 2006 in the *LLI Review*. Who better to tell his story than the person who wrote and talked about autobiography for over 30 years.

I have known Jim since my graduate school days at West Virginia, was a student in the 1969 Summer Institute in Gerontology at USC, and was invited by Jim to be a Fellow of the Andrew Norman Institute for Advanced Study of Gerontology and Geriatrics in 1982-1983 leading to the book *Age, Health and Employment*. He also involved me in the organization committee of the NATO Conference on Aging and Technology and later in the book that followed. He continued to be a friend and mentor over the years including a

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**Adult Development & Aging News is edited by Grace Caskie (Lehigh University).**

**Deadlines for submissions are:  
September 1  
March 1  
June 1**

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**President's Message, continued from p. 1**

note congratulating me on my return as division president. I'm sure many others would like to pay tribute to Dr. Birren. I will ask our newsletter editor, Grace Caskie, to provide an opportunity for statements in our next newsletter.

**Looking Ahead to Denver**

In this issue as well as in the next issue of newsletter will be information about our meeting in Denver. Wally Boot and Kathryn Judge have assembled a great program. Kathie Judge and I were successful in receiving a CODAPAR grant to present the following workshop: Forty-five Years of Influence of the Lifespan Developmental Approach: Past, Present, Future.

This special session will be presented at the 2016 APA Annual Meeting resulting from a collaboration between Adult Development & Aging (Division 20); Developmental Psychology (Division 7); and Experimental Psychology (Division 3) and supported by a grant from the Committee on Divisional APA Relations. The Lifespan Developmental Approach has provided an overarching and vital framework for understanding human development from conception to death. This special set of sessions will provide a review, examination, and discussion of the influence of the Lifespan Developmental Approach across the past 45

years. A six-hour series of presentations and discussions will be hosted at the 2016 APA conference featuring speakers and a reaction panel that will address the following areas within Lifespan Development: 1) Methodological Issues; 2) Intervention, Modifiability, & Plasticity; and 3) Theoretical & Conceptual Approaches. Outcomes will include the development of a shared website that will house the keynote speakers' papers and edited videos from the sessions along with a set of professional resources and instructional materials.

This program is still under development but already includes the following: in the Theoretical & Conceptual Approaches area — a keynote by Willis (Bill) F. Overton on Life-Span Developmental Paradigms and Meta-models: 1968-2016, and talks by Manfred Diehl (Modifiability of Middle Age and Older Adult Views of Aging) and Ursula Staudinger (Plasticity of Human Aging); in the Methodological area — Sara Czaja (Methodological Challenges in Psychosocial Interventions), Warner

Schaie (Methodological Issues in the Psychology of Lifespan Development), and Greg Smith (Methodological Issues in Intervention with Grandparents); and, in the Intervention and Plasticity area — a keynote by Cameron J. Camp on Applied Lifespan Developmental Psychology: Lessons from Montessori and Neuropsychology as well as talks by Sherry Willis (Plasticity in Old Age: Influence of Lifespan Theory), Boris Baltes (Motivation for Working across the Lifespan) and Jackie Lerner (Character Development in the Second Decade).

Please plan to join us.

**Editor's Note: If you are interested in writing a tribute to Dr. Birren for the next newsletter issue, please submit your statement in a Word document no later than June 1, 2016 via email at caskie@lehigh.edu.**

## OBITUARY

**James E. Birren**

**(1918-2016)**

Born April 4, 1918 in Chicago, Birren received a bachelor's degree in education from Chicago Teachers College (now Chicago State University). He completed a master's degree and a Ph.D. in psychology at Northwestern University, receiving his doctorate in 1947 following his service in the United States Navy.

In his naval service, he participated in research at the Naval Medical Research Institute in Bethesda, Maryland. It was during this time he met physiologist and gerontology pioneer Nathan Shock, who was forming the U.S. Public Health Service's inaugural gerontology research unit in Baltimore and asked Birren to join him after he completed his doctorate. During three years in the Baltimore research unit, Birren studied the differences in young and older subjects; his research questions ranged from variations in visual dark adaptation to intelligence and behavior speed.



Following his work at the U.S. Public Health Service, he relocated to the National Institute of Mental Health, where he founded the Institute's Section on Aging and established its multidisciplinary view of aging. In 1964, he also launched the research programs in aging at the National Institute of Child Health and Human Development, the precursor of the National Institute on Aging. It was then that USC President Norman Topping successfully recruited Birren to come to Los Angeles in 1965 and establish the university's program in gerontology.

As the gerontology program's first director, he immediately began to secure grants and recruit faculty and students across numerous fields, leading to the dramatic growth of the program. He oversaw the fundraising and construction of the Ethel Percy Andrus Gerontology Center, which was dedicated in 1973 and remains the home of the Davis School.

In addition to the Andrus Center's support of aging research, Birren saw the need for an institution to educate individuals who wished to create and deliver services to the elderly. It was with this vision that he led the planning and creation of the USC Leonard Davis School of Gerontology, the first and largest school of gerontology in the world. The Davis School opened in 1975 and was named with an endowment gift from American Association of Retired Persons President Leonard Davis.

Birren was appointed the school's inaugural dean, a position he held until 1989. Throughout his deanship at the Davis School, he cemented the school's role as an educational pioneer in gerontology, establishing the gerontology field's first Master of Arts and Doctor of Philosophy degrees. He also remained a prolific researcher, studying cognitive changes in relation to aging, publishing more than 250 papers, and authoring and editing several of the field's most important books.

Outside of the school, he held numerous other professional leadership roles, including co-founder of the California Council on Gerontology and Geriatrics. Among the dozens of high honors he received from his colleagues are the Gerontological Society of America Award for Meritorious Research, the Ollie Randall award from the National Council on Aging, induction into the American Society on Aging Hall of Fame, the American Psychological Association Award for Distinguished Scientific Contributions, and the USC Associates Faculty Award. He received honorary doctorates from the University of Gothenburg, Sweden; Northwestern University; and St. Thomas University, Canada.

In 1989, he moved to the University of California, Los Angeles, where he remained as the Associate Director of the UCLA Center on Aging until he retired in 2003. He also became a senior distinguished research faculty member at

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### **Birren obituary, continued from page 3**

California State University, Fullerton. However, he never lost his appreciation for USC, and he returned to the Davis School in 2006 to teach guided autobiography, a subject he researched and championed for more than 30 years. At his 90th birthday party in 2008, he and his wife Betty announced the Birren Endowed Fund for Autobiographical Studies, which they established with a gift of \$100,000 to the Davis School.

He was preceded in death by his wife, Betty Birren (nee Solomon). The Birrens met in graduate school and were married in 1942. Betty was a major supporter of Division 20, serving as President in 1980-1981. She was a great friend to many of us and was Jim's constant companion.

He is survived by his daughter, Barbara Birren Rowland, and his sons, Jeffrey Birren and Bruce Birren.

In lieu of flowers, the family requests that donations be made to the Jim and Betty Birren Endowed Scholarship Fund at the USC Leonard Davis School of Gerontology. For more information, please call (213) 740-0777 or email [gerodev@usc.edu](mailto:gerodev@usc.edu).

## **2016 APA Annual Convention Program Report** **Submitted by Walter Boot & Kathie Judge, 2016 Division 20 Program Co-Chairs**

*Mark your Calendars!* The D20 Program for the 2016 APA convention in Denver, Colorado (August 4–7) is almost finalized, and it looks great. The presidential themes selected this year by Dr. Harvey Sterns relate to Aging and Work, and speakers will address issues around these themes from several perspectives. Of particular note, as part of a CODAPAR grant awarded to Division 20, Division 3 (Society for Experimental Psychology and Cognitive Science), and Division 7 (Developmental Psychology), the meeting will feature a three-part workshop titled “Forty-five Years of Influence of the Lifespan Developmental Approach: Past, Present, Future.” Separate sessions featuring keynote speakers and reaction panels will focus on: 1) Methodological Issues, 2) Theoretical and Conceptual Approaches, and 3) Intervention, Modifiability, and Plasticity. In addition to this event, there are many other sessions to look forward to, including the Baltes Distinguished Research Achievement Award Address, which will be given by Dr. Richard Schulz. Dr. Sterns will give his presidential address titled “Work ‘til You Drop, or Knowing When to Stop II.” This year, we submitted 9 collaborative programs, and D20 had four symposia accepted, giving us 8 “free” programming hours. Accepted collaborative programs include a session focused on the debate surrounding brain training and a skill-building session aimed at new investigators on how to obtain research funding. We will also be hosting eight other symposia and special sessions. A session to celebrate the life, accomplishments, and pioneering work of Dr. James E. Birren is planned. Forty-two posters were accepted, reflecting diverse, contemporary topics ranging from the impact of multi-generational households on older adult well-being to the motivating factors driving older adults to engage in volunteer work in rural communities. We will also be co-listed on over 20 other divisional programs, reflecting topics such as meaningful retirement, managing chronic illness, promoting and maintaining behavioral change, and brain health. We expect several of our programs to offer Continuing Education credits for attendees, and invite members to meet new Fellows in their presentation session. We will again host a social hour on-site immediately following the Presidential address. We are still working on an additional off-site social event to enable D20 members to network and enjoy the company of colleagues! The APA conference programming office is reviewing our scheduling requests, and we should hear in June more about the finalized schedule. We look forward to seeing you in Denver!

## FEATURE ARTICLE

### Crowd Sourcing in Aging Research: Some Cautions and Best Practices

Julie Hicks Patrick, Abigail M. Nehr Korn, and Amy Knepple Carney  
West Virginia University

Currently, 84% of all Americans and 58% of those ages 65+ use the internet for a wide variety of tasks (Pew, 2015). With the rise of the internet and other technological advances, we are rapidly becoming a global marketplace. As such, microtask web sites that capitalize on distributed human intelligence are growing in popularity. These sites link businesses with people willing to do time-limited tasks, such as proof-reading or categorization.

Although several microtask web sites exist, the most well-known is Amazon's Mechanical Turk (MTurk, AMT; www.mturk.com). MTurk was launched in November 2005 (Barr, 2005). On this platform, the Requestor who is looking for workers sets the pay schedule and determines whether the task has been completed to satisfaction before releasing the pay. The Worker chooses which tasks to complete. High-paying tasks and interesting tasks are likely to be completed more quickly than other tasks. Workers who perform many tasks and who perform them well are granted higher status within the system, opening the opportunity for more interesting work and/or higher pay rates.

Noting its advantages for quickly reaching a large and more demographically diverse sample than that which results from convenience sampling in one's own community of undergraduates (Buhrmester, Kwang, & Gosling, 2011), it did not take researchers long to begin using MTurk to pilot measures and instructions, collect survey data, and to conduct online experiments. Concomitantly, empirical evaluations of the characteristics of samples and the quality of data resulting from MTurk have emerged. In this brief overview, we describe this emerging literature and offer some cautions and some "best practices" related to using MTurk for aging-related research.

#### MTurk in aging research

Amazon has not released data regarding the demographic characteristics of their Workers and some reports in the published literature do not always report full demographics, including age (Hauser & Schwarz, 2015). Although one might assume that MTurk and other microtask sites attract primarily young college students, when researchers have asked, "who are these MTurkers?" the results suggest that a majority of Workers are in their late 20s and 30s, are slightly more

likely to be male rather than female, have completed a college degree, tend to be Caucasian, may be under-employed, and although globally dispersed, the majority are from the USA and India (Huff & Tingley, 2015; Paolacci & Chandler, 2014).

Relatively few research studies using MTurk samples have been reported in the aging literature. Several reasons for this are likely. Sometimes age categories may be poorly formed. For example, one recent study reported age quintiles, with the oldest quintile including adults ages 37 to 75 years (Downs, Holbrook, Sheng, & Cranor, 2010). Survey research focused on age differences in technology use has reported ages up to 69 years (Ferraro, Wunderlich, Wyrobek, & Weivoda, 2014), but it is unclear how many middle-aged and older adults were in the sample. High-quality experimental research has been reported (Stothart, Boot & Simons, 2015), but acknowledged that even with a mean age of 36 years, only 22 of the adults in their sample were age 60+. Admittedly, the demands of the Stothart et al. study might have dissuaded some middle-aged and older MTurkers from participating. A recent study focusing on sleep disruptions among middle-aged and older adults (Gold, Nadorff, Winer, & Ward, 2014) reported a sample of  $N = 167$ , with a mean age of 60 (range 55 to 75 years). Local colleagues (Lemaster, Pichayayothi, & Strough 2015) have recruited as many as 179 adults over age 60+ years. In our own lab, we have fared about that well. In a study targeting adults over age 45 years, we recruited more than 400 adults (Graf & Patrick, 2015), with about 180 being over age 60 years. One of the more useful features of MTurk is that research Requestors can build a data base of their own participants and invite them specifically to future studies. Thus, once a research lab identifies potential participants via MTurk, the lab may be able to continue contacting those Workers within the platform.

#### Maximizing Data Quality

First, as with any research method, MTurk researchers need to be attentive to the four cornerstones of survey research (Dillman, Smyth, & Christian, 2014): coverage errors, sampling errors, measurement error, and total survey error. Each of these issues poses special challenges with any online study of age-related

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## Council of Representatives Report

Submitted by Patricia A. Parmelee, PhD

Division 20 Council Representative

The APA Council of Representatives (COR) held its regular meeting February 19-21, 2016. Division 20's senior Council representative, Dr. K. Warner Schaie, was unable to attend the meeting; Dr. Parmelee was present.

Council business continued to focus heavily on the independent review (IR or "Hoffman Report") on the involvement of APA and individual psychologists in national security interrogations and its sequelae (see August, 2015 report). Briefly, the IR was commissioned to investigate allegations that APA colluded with the Bush administration to support torture during the war on terror. The review, led by Sidley Austin principal David Hoffman, concluded that key APA officials had colluded with Department of Defense officials to ensure that APA's ethical guidelines conform to DOD practices at that time. It also identified problems within APA regarding composition, process, and adoption of the resolutions of the Presidential Task Force on Ethics National Security. Sequelae of the report include termination, retirement, or resignation of several key APA leadership personnel.

Council approved motions to establish workgroups addressing (1) organizational best practices relevant to governance (e.g., checks and balances, fiduciary duties, oversight of governance members, transparency, power differentials, governance-staff relationships); (2) reducing bias and increasing diversity in selection of members for APA task forces, and (3) aspirational principles and procedures for civil communication among persons representing APA, in response to the tone of communications among Council representatives both online and in face-to-face meetings. A fourth motion amended Guidelines for Council Resolutions to include consideration of relevance to the field and to society as a whole, basis in empirical findings, consistency with APA's core values regarding human rights and ethics, and potential impact on public opinion or policy. Another approved COR's prioritizing ethics, human rights and social justice in the next strategic plan.

Council also met twice in executive session to discuss new developments, consequent to the IR, that will require ongoing attention of both the Board of Directors and COR. Because this was a closed session, details cannot be

reported at this time, but will be related to Division 20 membership as soon as they are made public.

Among other items approved during the regular meeting were timing of sharing of agenda items between COR and the Board of Directors (BOD); establishment of the journal, *Evidence-Based Practice of Child and Adolescent Mental Health*; adoption of a policy opposing HIV criminalization; adoption of a resolution regarding collecting research data on sexual orientation, and minor changes to bylaws approved in previous sessions.

Council received an address from the new interim CEO Dr. Cynthia D. Belar and a detailed financial report from CFO Archie Turner, documenting an anticipated small budget deficit for the current fiscal year. APA President Susan McDaniel awarded presidential citations to Dr. Anne E. Kazak and Dr. Ronald H. Rozensky.

The Sunday session was originally slated for review of a report on Council organization and process by Malachi O'Connor, PhD, representing the organizational consulting firm CFAR. Dr. O'Connor, an anthropologist, had been invited to observe and prepare an ethnographic analysis of August, 2015, COR meetings and related sessions. His written report portrayed an interdependence of trust, transparency and accountability that had been damaged by the events surrounding the IR. However, before Dr. O'Connor could begin his oral presentation, delegates from the National Ethnic Minority Psychological Associations (NEMPA) pointed out an erroneous reference in the document to the American Indian "Western Apache tribe." An apology was demanded and received, but a number of NEMPA delegates and female COR members joined to express concerns regarding general disrespect of minority and women's voices on Council. A number of impassioned speeches were made, and the remainder of the Sunday session was spent in small group discussions of how the incident had affected members and how minority and women psychologists can be given fairer voice within the organization.

## TEACHING TIPS

### Helping Students Prepare for Interviews Submitted by Elizabeth A. Mulligan and Michelle Mlinac

Members of Division 20 work in a variety of settings involving research, teaching, and direct provision of services to older adults. Interviewing, whether it is for graduate school, internships, postdoctoral fellowships, or jobs, is a necessary skill that cuts across all of these roles. As supervisors for VA Boston's Clinical Geropsychology Training Program, each year we interview applicants for our practicum, internship, and fellowship programs. These bright students often have a range of knowledge and skills stemming from coursework, clinical experiences, and research with older adults. However, we have noticed some variability in their level of preparation for interviews. We believe that those of us who serve as teachers, supervisors, and mentors can assist students as they prepare for interviews. In particular, it might be helpful to incorporate the following recommendations into conversations about interviews with all students:

- Convey your enthusiasm for lifespan development and aging, especially for your own research and practice in this area. Be prepared to talk about what drew you to the field in the first place as well as what sustains your interest in aging.
- If you are interviewing for a position that involves training at some level, be clear about your goals for training and how that site or position can specifically further your professional development.
- Closely read any materials about a given position, and be ready with specific questions about that position.
- If you know other people who have interviewed for a similar or identical position (e.g., more senior students in your graduate program), they can be very valuable resources. Ask them about their experiences interviewing, including the types of questions they were asked and think through how you would answer the same questions. Have some illustrative examples ready for certain types of questions (your strengths, a challenging interaction in a previous position).
- Practice your interviewing skills via mock interviews with mentors and classmates.
- Take advantage of online resources. For example, APA recently released a video series on applying to graduate school that includes a section on interviews (see <http://www.apa.org/education/grad/application-video-series.aspx>).
- These websites for aging-related organizations are also quite informative:
  - APA Office on Aging: <http://www.apa.org/pi/aging/>
  - The Council of Professional Geropsychology Training Programs: <http://copgtp.org>
  - The Society of Clinical Geropsychology: <http://www.geropsychology.org>
  - Psychologists in Long Term Care: <http://www.pltcweb.org/>
- Remember that the selection committee has already been impressed by your application materials if you were invited to an interview. You have a lot to offer!

For those of us who teach students applying to training programs in Clinical Geropsychology, it may also help to discuss the following suggestions with them:

- Make sure you are informed about the Pikes Peak Model for Geropsychology Training (Knight, Karel, Hinrichsen, Qualls, & Duffy, 2009). Complete a self-evaluation of your own competencies to serve older adults using the Pikes Peak Evaluation Tool (Karel, Emery, & Molinari, 2010; Karel et al., 2012, available at <http://gerocentral.org/competencies/>), which can help inform any interview questions regarding your strengths and areas for growth. Interviewers likely do not expect you be fully competent in providing care to older adults in every domain or every setting across the continuum of care. Instead, being aware of limitations in our knowledge, skills, and experience is a critical, ongoing part of being a geropsychologist.
- Prepare to speak about (de-identified) patients you have worked with in the domains of assessment, intervention, and interventions. Consider clinical situations that were challenging and the ethical issues that have arisen in your work.
- Reflect on how your past clinical, research, and teaching experiences have prepared you to work with older adults, even if those experiences were with other populations. For example, in a pediatric setting,

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## Teaching Tips Column, continued from page 7

you may have developed an understanding of how to read a medical chart or how to work within an interdisciplinary team.

- Prepare a brief explanation of any key research projects you have taken the lead on recently (i.e., your dissertation or thesis) that includes the main goals, findings, and any future directions you envision. Even if your thesis or dissertation did not involve aging or adult development, be knowledgeable about recent research in the field relevant to your work (e.g., evidence-based interventions with older adults).
- Although there remains a shortage of providers with specialized training in geriatric mental health (Institute of Medicine, 2012), geropsychology training slots are steadily growing as the field continues to develop. Thus, the fit between applicant and training site is key. During interviews, training sites will often ask how their particular site can help applicants get to the next stage in their professional development. Regardless of the outcome of the interviews, geropsychology is a warm and welcoming field, and the job market is waiting!

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*Elizabeth A. Mulligan, PhD, is a staff psychologist and Track Coordinator for Geropsychology Training at VA Boston Healthcare System. Additionally, she is an Instructor in the Department of Psychiatry at Harvard Medical School and is Chair Elect of the Council of Professional Geropsychology Training Programs.*

*Michelle E. Mlinac, PsyD, is staff psychologist in Home-Based Primary Care and a Geropsychology supervisor at VA Boston Healthcare System. She serves on the ABGERO board and holds a faculty appointment at Harvard Medical School.*

### Upcoming APA Convention Dates and Locations

August 4-7, 2016  
Denver, CO

August 3-6, 2017  
Washington, DC

August 9-12, 2018  
San Francisco, CA

## FEATURED STUDENT



### Rebecca Delaney

Rebecca Delaney is currently a 4th year student in West Virginia University's Life-Span Developmental Psychology doctoral program. Rebecca recently published her master's thesis in *Personality and Individual Differences*. Rebecca's research, which was based on a large, national life-span sample, showed that older age was associated with a decision making profile of independence and self-control, not a greater reliance on affect and experience. Rebecca's dissertation examines how individual differences in independence and other gender-typed behaviors relate to mortality and morbidity. Rebecca is currently working with Co-PIs Natalie Shook and JoNell Strough as a graduate assistant on a research project funded by the National Science Foundation. The project investigates how information-processing biases may help to explain why

older adults tend to be less likely than younger adults to make risky decisions. Rebecca has applied her training on adult development and aging to recruit and engage community-dwelling older adults in this project. Rebecca recommends that other students pursue opportunities to be directly engaged with older adults, for example, through community research, so as to facilitate translational research.

#### **We asked Rebecca how her membership in Division 20 has been valuable to her development. Her response is below.**

In 2012, I entered West Virginia University's Life-Span Developmental Psychology doctoral program and was encouraged to join APA's adult development and aging division. Division 20 has been an external resource for learning more about adult development and aging, which has better informed my research investigating how decisional processes and gender-typed behaviors relate to morbidity and mortality. Division 20's focus on aging has inspired me to pursue research opportunities that involve community-dwelling older adults. Division 20's listserv has also been an invaluable tool for access to useful webinars, exposure to cutting-edge research, and information about relevant awards and career opportunities. I look forward to continuing my Division 20 membership as I advance in my career.

**Editor's Note: In each issue, we aim to feature at least one current Division 20 student member. If you can recommend a student member that we could feature, so others could enjoy learning how that student member has benefitted from involvement with Division 20, please send your recommendation to me via email at [caskie@lehigh.edu](mailto:caskie@lehigh.edu) and be sure to include the student's contact info!**

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phenomena. If one is recruiting for adults over age 18 years living in the USA, MTurk is likely to be a good resource. If, however, one is recruiting older widowed men with type 2 diabetes, recruiting through MTurk is unlikely to be effective. From what can be gleaned from the current literature, MTurk Workers do include middle-aged and older adults. These adults, however, may not be representative of “older adults” on many factors – older MTurk Workers are likely to be college educated, are clearly more engaged with technology than many older adults, and may differ on other important characteristics.

In addition to good survey practices, MTurk-specific decisions can affect the data. For example, what to title the Human Intelligence Task matters. We clearly indicate that our task is research, and we include a standard online informed consent. Because researchers often tend to pay well, relative to businesses, and because people often find social science surveys interesting, these fill quickly. Decisions about what time of day to open the survey need to consider the varying time zones in the US. If a survey opens at 7 am EST, it may fill long before 7 am on the west coast (we thank the Strough lab at WVU for this tip).

How much to pay is also important. Researchers sometimes comment on how inexpensive MTurk data are compared to in-person lab studies. Although it is probably true that the response burdens of in-person studies are greater than those of online surveys, we need to be mindful to award honoraria appropriately and to remember that MTurk is not a participant pool. As a microtask platform, MTurk Workers are justified in raising the issue of low pay (Horton, 2011). But the issue of honoraria differs from the fair wage argument in important ways. APA Guidelines remind us not to use amounts of honoraria that would appear too attractive or coercive. Our casual observation of the average honoraria for MTurk psychology studies suggests that the mean is around \$1.00 USD. If the survey required fewer than 8 minutes, that \$1 is similar to minimum wage. In our lab, we have posted surveys that require 20 to 30 minutes' time. We usually pay between \$2 and \$3, which is on the high side of acceptable in MTurk. This amount is not overly attractive/coercive from the viewpoint of the IRB, but it is unacceptable from a minimum-wage standard. Other researchers pay more similarly to businesses on MTurk, offering between a quarter and fifty cents for 10 to 20 minute studies.

## Validity of Responses

Dillman, Smyth, and Christian (2014) advise researchers to (dis)qualify participants early, out of respect for their time. We agree, of course, but also note that in the MTurk environment, time is money. Workers may have varying pushes to continue a survey for which they are not eligible. What we have done in our lab is to functionally take everyone but to funnel ineligibles off to a parallel survey. Others (e.g., Downs et al., 2010) have collected demographic information early, but do not indicate that such will be used to disqualify. Others have used specific age ranges in the title of various surveys (e.g., Graf & Patrick, 2014; Lemaster et al., 2015), but doing so may create the need for additional data cleaning and response integrity checks.

Researchers are always concerned with the accuracy of the measurements they take. Moving into survey methods on microtask platforms like MTurk adds new causes for concern. Researchers have adopted tried-and-true approaches, including redundancy checks (e.g., asking age in years on page 1 and year of birth on page 20), instructional manipulations (e.g., “for this item, choose response b”), and asking respondents to verify that they have answered honestly (Lemaster et al., 2015; Paolacci & Chandler, 2014; Rouse, 2015). In our own lab, we use a combination of these approaches, and we apply a decision rule that to be retained in a data set, 80+% of the screen items must be passed. We use this more liberal approach because although we do not require an answer to every question, we count a non-response as a “miss.” Stothart et al. (2015) also remind researchers to specify these decision rules to themselves a priori.

A different opinion is offered by Downs et al. (2010). They note that because instructional manipulation checks (“choose answer 3”) are so transparent, only the least conscientious responders fail these items. Moreover, they note that such items alter the relationship between Requestor and Worker, highlighting a mistrust that is unseemly for business and for research. They do, however, offer interesting solutions that employ fact-based screening and skill assessments. We encourage other researchers to read and implement Downs et al.'s suggestions.

MTurk is aware that unscrupulous behavior from both Requestors and Workers is possible. For example, Requestors determine whether a task has been

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completed with sufficient accuracy to merit paying the Worker. Withholding payment, of course, decreases the likelihood that a Requestor will continue to attract the most careful and skilled Workers. For Workers who rely on MTurk to supplement their living expenses (Mason & Suri, 2012), there is sufficient incentive to complete tasks at a minimal level or to “double dip” by having more than one Worker account. Prior to the Summer of 2015, all that was needed to establish a Worker account was a unique email address. Changes have since been implemented, and now there are tax-implications for both Requestors and Workers, adding a layer of accountability and reducing the potential for multiple accounts for a single individual. In addition, a Requestor can restrict future participation of a Worker if their work is sub-standard. Our lab has typically paid all honoraria, but reserve the right to disallow random “button-mashers” from participating in our future studies.

Finally, Rouse (2015) reminds researchers to report reliability coefficients obtained from MTurk samples and to compare those with coefficients obtained from the norming sample. If lower reliabilities are obtained with MTurk samples, power analyses need to incorporate this information. We are excited by the few replication studies that have been reported, including those from Wally Boot's lab (Stothart et al.) and Crump et al. (2013). We are cautiously optimistic that MTurk-based studies have the potential for expanding the reach of aging research and may yield important insights in the years to come.

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*Julie Hicks Patrick, PhD, is a faculty member in the Department of Psychology at West Virginia University (WVU). She is currently serving as a Member-at-Large in Division 20 and previously co-edited the Division 20 newsletter.*

*Abigail Nehrkorn, B.A., is pursuing her doctorate at WVU and will defend her Master's thesis this spring. Her research interests include the roles of self-efficacy and physical activity in wellbeing.*

*Amy Knepple Carney, M.S., is also pursuing her PhD at WVU. Her research interests focus broadly on the role of nature and outdoor activities on wellbeing.*

## Division 20 Presidential Candidate Statements

### Joseph Gaugler, Ph.D.

In my 20 years as a member of Division 20, we have seen much change and several challenges. During my last 14 years as chair of the Education (2002-2005) and Membership (2006-2012) committees, and now as Treasurer (2012-2016) I have worked diligently to stabilize our membership numbers and income sheet. For example, during my current tenure as Treasurer, we faced a pressing crisis: the Division was losing money each year and had to rely on its reserves to balance its budget. In collaboration with the Executive Committee, a new budget plan was implemented to transition the dissemination of Adult Development & Aging News to an all-digital format and also to more closely monitor conference-related costs. It is with great pride that the Division is once again “in the black.”

My time on the Executive Committee has also shaped my vision for Division 20’s path into the future. As President of Division 20, I will work diligently to ensure that as we continue to chart a path forward and that we do so collaboratively so that the voices of all of our members are valued and taken into account. I feel that the Division is at a transition point of sorts; what has made our Division successful and vibrant in the past may not be possible in the future. I would hope that we could lay the groundwork together to ensure that Division 20 is as healthy and vibrant for new members as it was when I first joined.

### Judith A. Sugar, Ph.D.

I’ve been a member of Division 20 for more than 25 years and am honored to be nominated as a candidate for President of the Division. I’ve been very active in professional organizations in psychology and aging throughout my academic career, serving in many leadership positions including executive committee roles in Division 20 as member at large, elections committee chair, and liaison to APA’s Education Directorate, as well as a member of the research awards, education, and program committees; president of the Rocky Mountain Psychological Association; treasurer of the Association for Women in Psychology; and secretary, membership chair, and fellows chair of the Association for Gerontology in Higher Education (AGHE). Within APA, I’ve also served as chair of Division 35’s Task Force and Special Committee on Women and Aging; technical advisory board member on the Presidential Task Force on Integrative Healthcare for an Aging Population; and a member of APA President Halpern’s Task Force on Retiring Psychologists. Within AGHE, I’ve also served on the program, publications, long-range planning, and faculty development committees. Within the Gerontological Society of America (GSA), I’ve served on the fellowship, membership, and research, education, and practice committees.

I earned my Ph.D. in life-span developmental psychology from York University in Toronto and did a two-year postdoctoral fellowship at the University of Cincinnati, before accepting my first faculty position in Colorado State’s Department of Psychology, later joining the faculty at the University of Nevada, Reno (UNR). I’ve served as UNR’s Dean of the Graduate School, Director of UNR’s Sanford Center for Aging, Associate Director of the Borun Center for Gerontological Research while on a sabbatical at UCLA, and Chair of the Gerontology Interdisciplinary Studies Program at Colorado State.

My research focuses on retirement, gender issues in aging, and aging education. Early in my career, I shifted my focus from the beginning to the later part of the life span, influenced by my academic heritage and by the overwhelming amount of ageism, not only in society, but also within the academy at every level from undergraduates to faculty to administrators. One of my missions ever since has been to change students’ perspectives on aging, and to recruit more of them to choose aging as an area of emphasis, regardless of their eventual career path. Consequently, my work has increasingly focused on educating and growing new cohorts of scholars, teachers, and practitioners in aging. My *Introduction to Aging. A Positive, Interdisciplinary Approach* is the first truly introductory aging textbook for undergraduates. A second edition is currently in preparation. My chapter on gerontology for Division 2’s recent academic advising handbooks should help advisors guide students to consider aging for their current and future academic careers.

Division 20 has had great success in raising the profile of aging issues within APA, partnering with other divisions, and providing opportunities and a welcoming home for academics and practitioners alike. I’d like to see our division take a leadership role and become a model for APA and other divisions in re-engaging our retired colleagues in recruiting new members, mentoring current members across the spectrum from graduate students to early career psychologists and those beyond seeking new challenges in their careers, and increasing the visibility of our research, teaching, and practice for the benefit of APA and society. I’d welcome the opportunity to serve our division in this new venture, to take advantage of other opportunities that arise, and to continue the good works with which we’ve already had success.

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## Division 20 Council of Representative Candidate Statements

### **Julie Blaskewicz Boron, Ph.D.**

In 2005, I earned my Ph.D. in Human Development and Family Studies from Pennsylvania State University. My research focused on differential trajectories of cognitive change across adulthood, and individual differences that contribute to change, including the impact of cognitive training. From 2005-2007, I completed a postdoctoral traineeship focused on cognitive aging at Georgia Institute of Technology. During my postdoc, I focused on emotional complexity and emotion regulation when solving social problems, and everyday cognition specific to medication adherence strategies. From 2007-2013, I was an assistant professor in the Psychology department at Youngstown State University, and an associate professor from 2013-2014. Since 2014, I have been an assistant professor in the Department of Gerontology at University of Nebraska, Omaha. Broadly, my research focuses on individual characteristics associated with cognitive change in individuals and couples. Most recently this includes the cognitive and physical contributions to fall risk in older adults. I have served on the APA Division 20 executive committee for the past three years as co-chair of the Educational task force committee. In addition, I currently serve on two editorial boards. I am interested in serving as one of the Division 20 council representatives, as adult development is relevant to many aspects of psychological science, including one of the strategic goals of expanding psychology's role in advancing health. I believe that it is very important to be an effective communicator and liaison between the APA council and Division 20, and look forward to having the opportunity to serve in this capacity.

### **Susan Krauss Whitbourne, Ph.D.**

Having served two previous terms on Council representing Division 20, I have considerable experience with APA central governance. Additionally, I have served on a number of APA Boards and Committees, most recently, the Board of Educational Affairs, on which I am completing my third year. Beginning in 2017, I will assume the Presidency of the Eastern Psychological Association. Thus, I am very committed to service to the profession. During my term as Council Representative for Division 20, I worked hard to represent the Division's interests, and to ensure that our membership was well-informed by providing regular reports and updates. APA is currently undergoing changes that are likely to impact our members significantly in the coming years, and with my background and experience, I believe that I can contribute to this process. While on Council, I also chaired the Women's Caucus and the Coalition for Academic, Scientific, and Applied Research Psychology; in both, my mission was to bring together divergent interests within APA toward a common goal of ensuring that the organization continues to serve all of its members. Division 20 needs to have a continued strong voice in governance by having representatives that speak to our interests. Having been involved in our "10 for 20" campaign of maintaining our second Council seat, I have advocated passionately for Division members to support these efforts. I believe through my previous work, I have gained a unique perspective that will inform and enrich my work once again as Division 20's Council Representative.

## Division 20 Member-at-Large Candidate Statements

### Lisa A. Hollis-Sawyer, Ph.D.

I am Dr. Lisa A. Hollis-Sawyer, an Associate Professor in the Psychology department and Coordinator of the Gerontology program at Northeastern Illinois University in Chicago, Illinois. I received my doctorate in Industrial Gerontology from The University of Akron and conducted post-doctoral NIH/NIA training at Boston University. I am by training a social/industrial psychologist, a gerontologist, and a women and gender studies faculty. In addition, I have co-authored four textbooks and books and authored/co-authored 34 scholarly publications. I received the American Psychological Association's Division 20 Mentorship Awards in Aging award in 2014, and attained the Association for Gerontology in Higher Education's Program of Merit designation for the NEIU M.A. in Gerontology program in the same year. I teach courses related to social, industrial, gender, testing/assessment, and aging-related (developmental) psychology. I actively develop and teach several e-courses at both the undergraduate and graduate level. My research interests range from positive aging and eldercare outcomes to a growing aging workforce and retirement policy issues. My current research agenda involves the examination of positive aging outcomes for diverse groups and their associated lessons of life. I am currently in the process of developing a new graduate-level certificate on elder advocacy for Fall 2016, and I am collaborating on a new book project related to environmental issues with a global aging population. My research and teaching philosophy reflects a desire to improve the quality of life of older adults, and my hope is to instill this same passion within my students and mentorees!

### Katherine S. Judge, Ph.D.

Katherine S. Judge, PhD, is an Associate Professor and Director of the Adult Development and Aging Doctoral Program in the Psychology Department at Cleveland State University (CSU). Dr. Judge received her Doctoral degree in Applied Cognitive Aging Psychology from The University of Akron. Dr. Judge's substantive research focuses on understanding the illness experience associated with chronic illness, specifically individuals living with dementia, stroke, and/or traumatic brain injury. Dr. Judge has developed, implemented, and evaluated cognitive rehabilitative and psychosocial skills training interventions for individuals living with dementia and their family caregivers that positively impact a wide range of well-being, strain, coping, and functional outcomes. Dr. Judge has received funding from NIA, Alzheimer's Association, The Robert Wood Johnson Foundation, Veteran's Administration, Centers for Medicare and Medicaid, and Administration on Aging. Dr. Judge teaches a range of undergraduate and graduate courses, including Memory and Cognition, Health Psychology, Mental Health & Aging, and Psychology of Adulthood & Aging. Dr. Judge has an active research lab and serves as a research mentor to undergraduate, master, and doctoral-level students. Dr. Judge was recognized for her research by receiving the Researcher of the Year Award from The Ohio Association of Gerontology and Education (2012); the Outstanding Research Award from The College of Sciences and Health Professions at CSU (2014); and the Outstanding Research Award from the Psychology Department at CSU (2015). Dr. Judge has been an active member of The Gerontological Society of America and is currently serving as the program chair for Division 20 of APA.

### Gregory Smith, Ph.D.

Gregory Smith is Professor of Human Development and Family Studies and Director of the Human Development Center, in the College of Education, Health, and Human Services at Kent State University. His primary research focus is on caregiving issues within aging families. He has authored 60+ publications and has edited four books, including the 2012 volume of *The Annual Review of Gerontology and Geriatrics* titled "Emerging Perspectives on Resilience in Adulthood and Later Life". Smith has received over four million dollars of extramural research funding from the National Institutes of Health (NIH). Smith has also served as a member of numerous scientific review panels for NIH, the Alzheimer's Association, and the National Institute on Disability and Rehabilitation Research. He is a Standing Member of the Community Level Health Promotion Study Section of NIH. Smith is a Fellow of both the Gerontological Society of America (GSA) and the American Psychological Association (Divisions 20 and

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## Division 20 Member-at-Large Candidate Statements

### Smith, continued

43), past Editor of the *International Journal of Aging and Human Development*, Consulting Editor for *Developmental Psychology*, and presently serves on the GSA Publications Committee. In 2006, he was named Outstanding Researcher of the Year by the Ohio Association of Gerontology and Education. Before coming to Kent State, Smith served as Research Associate in the Ringel Institute of Gerontology at the University at Albany, and then as a tenured faculty member in the Department of Human Development at the University of Maryland, College Park.

### Alan B. Stevens, Ph.D.

Alan B. Stevens, Ph.D., the Vernon D. Holleman-Lewis M. Rampy Centennial Chair in Gerontology at Baylor Scott & White Health (BSWH), is also Professor of Medicine and Public Health at the Texas A&M Health Science Center (TAMHSC) and the Vice Chair for Research for the Department of Medicine. He serves as the Director of the Center for Applied Health Research (CAHR), a joint endeavor of BSWH, TAMHSC and the Central Texas Veterans Health Care System. CAHR conducts and facilitates collaborative research across a number of health topics and populations. Dr. Stevens' primary topics of health programs include dementia caregiving, care transitions, self-management of chronic diseases and his research is focused on the development and implementation of evidence-based health programs for older adults and their caregivers. In 2012, Governor Rick Perry appointed Dr. Stevens to serve as a founding member of the Board of Directors for the Texas Institute of Health Care Quality and Efficiency, created to "improve health care quality, accountability, education, and cost containment in this state" by identifying and promoting evidence-based approaches. Dr. Stevens currently serves on the Institute of Medicine's (IOM) study committee on Family Caregiving for Older Adults. He also serves on the Board of Directors of the United Way of Central Texas. Dr. Stevens completed his graduate training at the University of New Orleans, earning a MA and PhD in Applied Developmental Psychology. Prior to BSWH, he was an Associate Professor of Medicine at the University of Alabama at Birmingham.

## Division 20 Treasurer Candidate Statement

### Karen Kopera-Frye, Ph.D.

Karen Kopera-Frye, Ph.D., Professor of Gerontology, Biedenharn Endowed Chair in Gerontology, Director of ULM's Institute of Gerontology, University of Louisiana at Monroe. Dr. Kopera-Frye received her B.A., M.A., and Ph.D. from Wayne State University, Detroit, MI in Developmental and Clinical Psychology/ Gerontology, Dept. of Psychology and graduate Aging certification from there. She completed a Postdoc at the University of Washington, Psychiatry and Behavioral Sciences. She has conducted research on elder issues for 27 years including older adult health promotion. She has been active in Division 20 since 1985 and selected to attend APA's Leadership in Women in Psychology Institute—an honor recognizing her administrative and leadership abilities. She is very active in the GSA and AGHE. She received AGHE's Distinguished Teacher Award for her outstanding teaching utilizing service learning pedagogy and was awarded Fellow status. As a member of GSA's Behavioral Social Science Section and Fellow, she has been involved in GSA and AGHE governance activities including being appointed to the GSA Committee on Accreditation of Gerontology, an invited presenter at the AGHE Pre-Conference Teaching Institute, and a member of the AGHE Academic Program Development Committee. She has published extensively and serves as reviewer for such journals as *The Gerontologist*. She has served as Member at Large on APA D20 most recently and would be honored to serve as D20 Treasurer. She is very interested in working on the vision of Division 20 and serving the Division and APA on special projects and committees, especially involving intra-professional pursuits.

## STUDENT NEWS

### Technology in the classroom: Mobile assessment and analytics in the Cloud Submitted by Nelson Roque

As part of your graduate training perhaps you plan to (or already do) teach undergraduate courses. When the time comes, it is important to consider what kind of technology (if any?) you would like to use in order to enhance your learning environment, especially as it relates to the kind of assessment methods you plan to use. Some of the technology mentioned below comes at a fee, either to the instructor or the student, so it is important to consider the benefits from these resources, over and above paper and pencil examinations.

**iClicker** | <https://www1.iclicker.com/instructors-get-started/>

iClicker audience response system technology has existed for quite some time now using their proprietary physical remote. Recently, they have introduced (in beta) Reef Polling and Reef Quizzing, two new ways to assess students with either single questions, or full-length quizzes, using their mobile phones, tablets (via native iOS and Android applications) and laptops (via a web app). These quizzes are automatically scored, with feedback administered for incorrect answers, and the ability for students to review class session questions as a study guide.

These quizzes could be helpful to not only gain an understanding of course material, but also for instructor feedback at the end of lectures. This could be as simple as embedding the question into your Powerpoint presentations!

**Brain Cog** | <http://brain-cog.com/features/>

Brain Cog is a way to automate quiz administration for your classroom. Instead of administering paper quizzes, with this online utility, you can create multiple-choice quizzes that are delivered to students via your own custom URL. Importing your students is as simple as uploading an Excel spreadsheet. Once logged in, students will be able to view any quizzes available to them, and once they complete the exam they will not only receive the grade, but feedback on incorrect answers. If you have any students that have not taken their quiz, BrainCog will automatically send them a reminder to take their quiz!

**ExamSoft** | <http://learn.examssoft.com>

If you would prefer offline assessments, then perhaps ExamSoft is worth a look, especially if WiFi Infrastructure loads are a concern in your classroom. With ExamSoft, you can create your exams in Microsoft Word and import them to be delivered to your students via email. Students then download their exam, and using either their mobile devices, (or a printed copy paired with a Scantron) they can take their exams. Once exams are completed, they are automatically scored and analyzed. Instructors are able to view analytic reports for individual students and questions, entire exams, and for the whole class. These analytics could be helpful when first starting out as an instructor because they allow you to find potentially misunderstood course material, in addition to gauging interest in particular topics or material delivery methods.

***Do you currently use these or other classroom technologies? I would love to hear your thoughts:  
roque@psy.fsu.edu***

## Minutes of APA Division 20 Executive Committee Meeting

Friday, November 20, 2015 (8-10 am)  
2015 GSA Mid-Year Meeting, Orlando, Florida

### Meeting Minutes submitted by Joann Montepare

**In attendance:** Harvey Sterns, Sara Czaja, Manfred Diehl, Pat Parmelee, K. Warner Schaie, Susan Krauss Whitbourne, David Chiriboga, Karen Kopera-Frye, Joe Gaugler, Joann Montepare, Walter Boot, Jennifer Margrett, Kathie Judge, Grace Caskie, JoNell Strough, Julie Hicks Patrick, Julie Boron, Becca Levy, Debbie DiGilio, Pat Kobor

- Harvey opened the meeting and welcomed returning and new members.
- Committee Reports
  - Program (Wally Boot) – APA’s new collaborative programming initiative (CPG) continues to be a successful effort for D20. This year 9 session proposals were submitted with 17 divisions; D20 was the lead on 2 submissions; the final program included 9 CPG sessions and 1 skill building session. It was noted that a number of individuals are not pleased with the reduction in divisional hours, and many feel that the process dilutes the aging component of sessions. Sara suggested that D20 voice their opinion about these concerns. Manfred further recommended that we work with other divisions to emphasize a lifespan developmental perspective. Wally noted that this was a successful approach in previous programming (e.g., LGBT across the life span) and that we could continue to expand this model. Susan questioned the route of feedback; Wally indicated that there is no formal route. Planning for the upcoming APA meeting will include another social hour and the programming chairs are looking for another sponsor (last year the event cost \$1,300). Another dinner event will also be arranged.
  - CODAPAR (Kathie Judge) – D20, in collaboration with D7 (Developmental Psychology) and D3 (Society for Experimental Psychology and Cognitive Science), is awaiting final approval for the proposal that was accepted entitled “Thirty-five Years of Influence of the Lifespan Developmental Approach: Past, Present, Future.” The basic goal is to bring together key individuals to talk about major components of the lifespan developmental approach (at an upcoming pre-conference event), along with generating resources. Joann suggested that we consider how we could tie the project to membership efforts, such as intentionally inviting students.
  - Treasurer (Joe Gaugler) – D20’s fiscal status continues to be positive, again seeing benefit of the electronic newsletter, support for the conference social hour, and having the dinner option be off-site. Total assets jumped by about \$11,000, in part from the \$6,500 grant. D20’s biggest cost now reflects awards.
  - Elections (Becky Allen) – Harvey reported that Becky agreed to continue as Elections Chair through his term as president. Julie Hicks Patrick will serve as co-chair and assume the chair position when Becky’s term is completed.
  - ABPP (Susan Whitbourne) – Susan reported that Victor Molinari has been a great advocate on this front and we agreed to provide \$100 funding for his travel expenses. At present, about 5 individuals are being tested; however, we should encourage more colleagues to do the same too – not only to keep up our numbers, but also because elevating to this status makes a difference for our profession. Those with 15 years or more experience should consider the Senior status option.
  - Fellows (JoNell Strough) – Five new fellows were elected and will be invited to give presentations at the upcoming conference. We discussed what happens if a Fellow’s APA membership lapses, noting that we could “encourage” sustained membership to maintain status. Joann will check to see if APA has a specific policy about sustained membership and Fellow status. It

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- was also noted that we should be mindful of nominating colleagues because individuals may feel uncomfortable self-nominating.
- Membership (David Chiriboga) – David suggested rebranding D20 as the “bridging home” for gerontology. It was also recommended that the term “experimenter” be changed to “researcher” on the website – all present unanimously agreed. Committee members were asked to review the website and report other recommended changes to him or Lynn Snow for further consideration. We discussed options for implementing an “Academic Family Tree” with software that is available from another division. In addition to being a draw to the website, it would be used in some way as a preconference resource or during the social hour. It was recommended that D20 consider co-sponsoring an award with another Division for a student doing aging research to draw student attention to D20. The Awards Committee will pursue this.
  - CE (Harvey Sterns, Jennifer Margrett) – It was reported that timing was difficult for the CE lifespan workshop that was part of the CODAPAR initiative because of conflicting deadlines. Harvey and Jennifer are working to address this, as well as looking at other options/venues (e.g., webinar series of particular themes). Joann suggested we connect with local gerontology organizations (e.g., Massachusetts Gerontology Association) about their interest in collaborating on a webinar and offering it to their membership.
  - Education (Julie Boron) – Julie reported that we need to update the graduate program directory, but need a process to this end. The present plan is to contact those programs which haven’t been updated in several years and continue to rotate through others. There is consideration being given to reorganizing the list of texts by topic and date. Older texts could also be distinguished for “classic” purposes. It was also suggested that a portal be designed for authors to update their texts directly. D20 should also consider having a collection of popular books and videos.
  - Newsletter (Grace Caskie) – The upcoming deadline is February 15. Grace and APA need lead time, so members are asked to please be aware of the time frame. Karen suggested a good topic for the Newsletter would be “How to write a text book”. Grace reminded members that other content suggestions are most welcomed!
  - Awards (Karen Kopera-Frye) – This year D20 did not get any nominations for the student dissertation award, and so members should work to encourage students to apply. It was suggested that to promote the student awards more, we should collect photos of the winners and three points about their achievement to include in the Newsletter. New applications for awards will open on November 21. It was agreed that we would implement a “hold over rule” whereby previous nominees can update their materials and continue as a nominee if they did not receive an award. We also discussed the need to take a more direct approach in contacting and encouraging individuals to apply, drawing on previous awardees for suggestions. As well, consideration needs to be given about whether publication-based dissertations would be eligible for an award as are traditional dissertations.
  - Early Career Task Force - The Committee discussed whether we should continue the Early Career Task Force. As well, we discussed how we can better promote ECPs for committees, especially given that APA is soliciting ECP members in various organizational roles. Manfred noted that this is an issue of early professional socialization and we also should be focusing on getting advanced graduate students to participate and join APAGS. Pat suggested we designate a Member-at-Large slot as an early career position. To this end, Committee members were asked to send recommendations to Harvey. If we continue with an Early Career Task Force, it was suggested that we designate one of the positions as an early career one.
  - D20 Facebook (Susan Whitbourne) – The webpage is getting regular contributions as well as the “odd promotion”. Members are encouraged to post.
  - Council (Pat Parmelee, K. Warner Schaie) – Warner reported on the continued discussion and struggles around the good governance project. Pat reported on issues around the Hoffman report,

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**Minutes, continued from p. 18**

including progress on engaging interim individuals on the Ethics Task Force to work through various issues.

- Other Business
  - The Committee unanimously agreed to allocate \$125 for CoPGTP membership.
  - CONA (Debbie DiGilio, Pat Kobor) – It was reported that the APA conference programming will include the annual speed mentoring event, along with a new cognitive aging event. As well, APA is putting together a special issue of the American Psychologist on the outcomes of the White House Conference on Aging. CONA is soliciting division contact persons to join the 17 in place. The Center for Psychology and Health videos are ready for release and the APA working group on end-of-life care passed several resolutions reflecting statewide initiatives - however, support for this work moving forward will depend on other pending issues. Manfred stressed the continued importance of getting D20 membership represented on various initiatives, and that CONA continues to be a strong advocate and resource in this regard. Pat asked for input about a list of clinical research issues related to Alzheimer's disease (e.g., what is key to support/fund). It was suggested that this would be a good topic for the Newsletter.
  - Women in Psychology (Becca Levy) – The deadline for nominations for the annual Women in Psychology Leadership Awards is February 1.

The meeting was adjourned at 10:00.

*Respectfully submitted,*

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Adult development encompasses the changes that occur in biological and psychological domains of human life from the end of adolescence until the end of one's life. These changes may be gradual or rapid, and can reflect positive, negative, or no change from previous levels of functioning. Changes occur at the cellular level and are partially explained by biological theories of adult development and aging. Biological changes influence psychological and interpersonal/social developmental changes, which Learn about adult development and aging with free interactive flashcards. Choose from 500 different sets of flashcards about adult development and aging on Quizlet. adult development and aging. SETS. 68 terms. amccallum16. Adult Development and Aging Exam 1. Gerontology. Biopsychosocial perspective. Adult Development and Aging. Until the beginning of the 20th century, the majority of a person's life took place during childhood and adolescence. Therefore, it is no surprise that the vast majority of thinking, philosophizing, and researching on human development centered on these two areas. This developmental issue is not as important to adulthood and aging as it is in earlier periods of development. The second developmental issue is whether development is continuous (i.e., gradual and cumulative) or discontinuous (i.e., stage-like, with critical periods of development). Those who argue for the continuous approach state that development occurs in succession with each experience or life event building on the previous event to create a whole person.