

The Clinical Geropsychologist

Society of Clinical Geropsychology

APA Division 12, Section II Volume 30, Issue 2

July 30, 2023

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Please contact your editors Victoria Behr (formerly Beach) at vlbeach@csbsju.edu and Rachel Best at rbest1@mail.yu.edu if you wish to comment on the contents of this newsletter.

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2023 SCG Leadership

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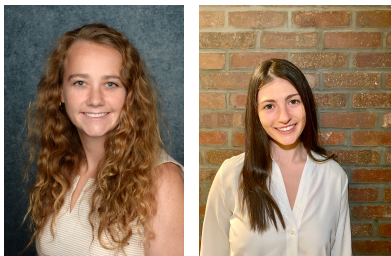
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Comments from the Editors: Victoria & Rachel



Victoria Behr (left)
Rachel Best (right)

Welcome to the Summer 2023 issue of the Society of Clinical Geropsychology Newsletter!

In this edition of the newsletter, you will find our newsletter standards, such as our member spotlights and committee updates, which include an upcoming mentorship event at APA. Be sure to check out the Student Voice to learn more about the “sandwich generation” from an interview with Dr. Dominique Shaw, Ph.D. (page 7). As always, we are excited to celebrate the work and accomplishments of our SCG community (page 6-7)! Lastly, a big congratulations to the winners of the 2023 SCG Awards (page 10)!

We’d love to hear any ideas you might have for how we can improve the newsletter. Please feel free to email us at any point: Victoria Behr (formerly Beach) vlbeach@csbsju.edu or Rachel Best rbest1@mail.yu.edu.

Member Spotlight: Andrea June, Ph.D.



Year joined: 2007

Hometown: New Britain, CT

Current Professional title and affiliation: Professor, Department of Psychological Science & Gerontology Program Coordinator, Central Connecticut State University

Q: Why did you join the Society for Clinical Geropsychology (Division 12, Section II)? I joined the Society in graduate school because it was the professional home of my future career. My mentors and future colleagues were members.

Q: How has membership in the Society for Clinical Geropsychology assisted you with your professional activities? Membership in the Society keeps me connected to the mental health side of geropsychology. In my current position, I am very focused on gerontology education at the undergraduate level. Membership keeps me close to my specialty roots and how I might use my clinical skillset, in addition to my knowledge about aging, to the betterment of the various individuals and systems in my professional sphere.

Q: How did you get interested in the field of aging? I found the field of aging when I was an undergraduate student looking for a research project for my methods class. I paired up with another student who wanted to do a project related to aging. Through the process of interacting with those vibrant older adults, a professional lightbulb went on. My undergraduate mentor, Dr. Susan McFadden, helped turn that lightbulb into a professional path.

Q: What was your most memorable experience during your graduate studies? One of my most memorable experiences during graduate school was the first time I was actually helpful to one of my clients – I could connect something we did in therapy to a positive change in her life. You know that “woah, I might just be able to do this” moment where some of the imposter syndrome lessens just a bit.

Q: Have you had an important mentor in your career? If so, how did he or she make a difference? I have had so many wonderful mentors throughout my career! And this is what I LOVE about our geropsychology profession; we are surrounded by supportive colleagues. Sometimes a mentor made a big difference in my career; other times the mentor made a small but meaningful difference. As such, I try very hard to pay forward their generosity by helping others navigate their way.

Q: What is your current position and what are your key responsibilities? I am a Professor in the Department of Psychological Science at Central Connecticut State University. I am also the Gerontology Program Coordinator, which means I oversee the undergraduate gerontology minor and certificate, and I lead the committee that advocates for campus age-inclusive initiatives. I teach at the undergraduate level and at the graduate level in our master’s program in psychology. My research primarily focuses on age inclusivity in higher education and intergenerational connection.

Q: Tell us about your most recent activities. My campus became a member of the Age-Friendly University global network in May 2017 and my most recent activities with my colleagues have been focused on assessing and growing the initiatives in our campus as well as contributing to the expansion of the global network. Most recently, I planned and led a course abroad experience to Scotland that was focused on age-inclusive communities. We visited Glasgow and Scotland, connecting with other researchers and leaders in the field of urban planning, lifelong learning, and aging in place. The experience was particularly meaningful because it was an intergenerational group of students. I hope to make this a regular occurrence on our campus!

Q: What has been your most memorable experience in gerontology and aging clinical practice and/or research? My most memorable experiences continue to be watching the lightbulb go on for other students who discover that working with older adults can be a viable and meaningful career. It is wonderful when our gerontology minors graduate and find jobs in the local community that make them happy. I am also thrilled when students pursuing additional graduate training decide to add an aging perspective to their future focus of study.

Q: Do you have any tips for emerging geropsychologists? Keep walking – the path will continue to unfold in front of you. As you are facing decisions, make the best one with the knowledge you have and keep going. As I've reflected on my own path and paid attention to others, many of us would not have been able to predict where we have ended up or the types of activities in which we've found ourselves most engaged. If you start to feel the pressure of having it all figured out, pick a direction, and see where that goes for a bit.

Q: What keeps you busy when you are not working with older adults? What are your non-professional aspirations and hobbies? In a state where I don't have family, I have created community through volleyball. The physical activity keeps me busy 3-4 times/week between leagues and recreational pick-up. It's a social activity which is great for my extraverted personality, but it is also meditative in that my focus has to be completely on the current moment or I risk getting hit by the ball! Outside of volleyball, I enjoy camping and hiking and board games and movies. I've also started gardening recently which has been fun.

Student Member Spotlight: Rakshitha Mohankumar, M.A.



Year joined: 2023

Hometown: San Jose, CA

Current academic affiliation: University of Nevada, Las Vegas (UNLV)

Why did you join the Society for Clinical Geropsychology (Division 12, Section II)? My graduate advisor, Dr. Brenna Renn, encouraged me to join SCG as a

way to keep up with the current trends in geropsychology. She currently serves as an elected SCG Board member. I, personally, have found SCG to be a great resource for learning about the different ongoing research and what it takes to become a geropsychologist.

How has membership in the Society for Clinical Geropsychology assisted you with your professional development? I have only been a member for a short while, but I have enjoyed attending the virtual talks, which have given me exposure to topics currently being addressed in the field. My favorite series has been the E4 talks, which has granted me a better understanding of how to support and adapt clinical treatment to older adults. I hope to continue attending talks and trainings as I navigate through graduate school.

How did you get interested in the field of aging? I was born in India and raised in the Bay Area in a tight-knit South Asian community. Mental health had always been a stigmatized or taboo topic in my household and in that community. There is a culture of respecting and taking care of our elders, but as they grow older and suffer more illnesses, they are considered a burden and are neglected by their own family members, who are their main caregivers. I could see the toll it took, both on the elders who have no one else to rely on except their children and the children who do not ask for support as they feel it is their sole responsibility and obligation to take care of their parents.

Additionally, after I completed my bachelor's degree, I worked as a clinical research assistant at the Department of Veterans Affairs (VA) in Palo Alto, where I had many opportunities to speak with veterans. I saw how unhealthy coping, coupled with aging, led to strain on the veteran and their caregiver. Particularly, I noticed a pattern of unhealthy coping especially among Asian veterans, such as refusing to discuss stressful situations openly with family due to shame or lack of understanding. It has made me aware of certain mental health issues that go unaddressed in these communities.

Both of these experiences have brought up different and interesting questions to address and are what led me to pursue the field of aging.

Have you had an important mentor in your career? If so, how did they make a difference? My first mentor was Dr. Amir Ramezani, a neuropsychologist, with whom I was interning on a writing project while completing my bachelor's degree. He set me on the path of pursuing clinical psychology as a career and encouraged me to apply for graduate school. He provided me with projects to work on so I could gain experience and a good psychology foundation. Furthermore, he helped me get involved with the local psychology association so I could network and get to know more professionals in the field. This helped me build my confidence, discuss my passion for the subject with others, and learn how to make professional connections.

My current mentor and research advisor, Dr. Brenna Renn, has had a significant impact on my career. She is a geropsychologist, and I have learned a lot from her already in my first year in the program. I appreciate her passion for the field, openness to questions, and her energy—she always encourages me to engage in events, seminars, and activities that are beneficial for my career. Her mentorship has helped me to hone my interest in applying a culturally responsive and intersectional approach to the topic of aging and research involving older adults.

What has been your most memorable experience in gerontology and aging clinical practice and/or research? In research, I have enjoyed the different projects I have been able to work on this past year related to aging and older adults. My research interests lie broadly in examining cross-cultural stressors and well-being, particularly among those least engaged with and represented in psychotherapy (older adults and Black, Indigenous, and people of color [BIPOC] individuals). Working as a research assistant

at the VA for five years unveiled my passion to keep community-based treatment as cost-effective as possible while supporting long-term therapeutic gains, via streamlined or brief interventions.

As a first year (going into my second year now) doctoral student, I am thinking about potential topics for my dissertation. First, I am working on a project related to behavioral interventions to treat anxiety in primary care, as primary care is the de facto mental health system in the U.S. Limitations of published work include limited attention to older adults, BIPOC, low socioeconomic status (SES), and low literacy populations. I am interested in addressing such limitations. I also hope to look at intersectional factors preventing engagement in mental health treatment among BIPOC older adults. This could improve how providers engage such groups of people in treatment. I have also written a public-facing piece on suicide in older adults and am working on a brief literature review on the past harms and current practice trends in psychology regarding ageism.

Working on these different projects has been memorable and meaningful as it allows for perspective on how far we have come in the field of aging and what important next steps we can take.

Tell us about your most recent activities. I just completed an intense but fun first year of my doctoral program and will be going into my second year, which will involve honing my clinical skills in a practice clinic. Additionally, over the summer, I have been working on projects and getting ready to submit abstracts and posters for upcoming conferences. Summertime has also given me a moment of respite to spend time with family and friends.

Looking forward, what are your plans post-graduation? Post-graduation is still a few years away, however, my plan is to hopefully work in the VA healthcare system again or a similar integrated healthcare setting. These settings would allow me to work with adults and older adults.

What keeps you busy when you are not working with older adults? What are your non-professional aspirations and hobbies? I enjoy spending time with my family, traveling when I can, reading non-academic books (just finished the Jurassic Park novels!), hiking, and taking care of my puppy Denny.

Announcements and Member News

This section of the newsletter highlights announcements relevant to the membership and the accomplishments of the Section's members. If you have received any local or national awards, or want to let the Section know about recently accepted publications, or recently published books, please email updates to Victoria Behr (formerly Beach) vlbeach@csbsju.edu or Rachel Best rbest1@mail.yu.edu.

Recent Member Announcements and Presentations

- **Anika Goldman, M.A.** will be starting her internship year at the Durham VA, focusing on geropsychology.
- **Anika Goldman, M.A.** will be virtually presenting a poster at the APA Conference, based on her dissertation, "Subjective Cognitive Impairment to Objective Cognitive Impairment: A Moderated Mediation Model"
- **Jessica Strong, Ph.D.:** The new PsyD program at the University of Prince Edward Island in Canada (a CoPGTP member program) just officially received CPA accreditation this spring!

Recent Member Books & Publications

- **Gallagher-Thompson, D.**, Bilbrey, A. C., Qualls, S. H., Ghatak, R., Trivedi, R., & Waelde, L. C. (2023). *Family Caregiver Distress*. Hogrefe Publishing GmbH.

Brief Synopsis: This is the first book that takes a “deep dive” to answer the questions that mental health providers encounter when working with family caregivers. Just what are the unique issues family caregivers face? How does this impact their mental health? What can providers do to help? Based on research and clinical experiences of the authors, this volume in our Advances in Psychotherapy series focuses on examining the specific issues that caregivers of people with Alzheimer’s disease or other forms of dementia face. Practitioners learn about the best tools for assessment and which evidence-based interventions help reduce caregiver distress – including cognitive behavioral therapy, acceptance and commitment therapy, and mindfulness and multicomponent intervention programs. Resources in the appendix include a caretaker intake interview, and the book is interspersed with clinical vignettes that highlight issues of diversity, equity, and inclusion – making this is an essential text for mental health providers from a variety of disciplines (including psychology, psychiatry, nursing, social work, marriage and family counselors as well as trainees).

- **Piccolino, A. P.**, Piccolino, A. R., & Piccolino, S. G. (2023) Distinguishing Alzheimer’s disease from other dementias using pattern profile analysis in the Meyers Neuropsychological Battery: An exploratory study, *Applied Neuropsychology: Adult*, DOI: [10.1080/23279095.2023.2236742](https://doi.org/10.1080/23279095.2023.2236742)

The Student Voice

Interview with Dr. Domonique Shaw, Ph.D.

Submitted by Laurie Chin, M.A.



Laurie Chin, M.A.
SCG Student Representative



Dr. Domonique Shaw, Ph.D.
Clinical Geropsychologist

Dr. Domonique Shaw, Ph.D. identifies as a clinical geropsychologist. She received her Ph.D. from The University of Iowa and completed her predoctoral internship and postdoctoral fellowship at the VA Palo Alto Healthcare System. She works as part of a virtual group practice called “The Black Girl Doctor”

(TBGD), serves as a consulting psychologist with the Sutter Health Senior Care PACE program in Sacramento, California, and most recently, has started her own private practice as the “The Sandwich Generation Psychologist,” where she provides educational resources, emotional support, and skill-building strategies for adults, particularly BIPOC/Black identifying adults, caring for their aging parents, and loved ones.

In this interview, I asked Dr. Shaw about both how her professional and personal journey shaped her interests in geropsychology, “the sandwich generation,” and the importance of integrating gerodiversity in mental health care and healthcare equity for BIPOC individuals.

Laurie: *What are the most notable life experiences that influenced your career trajectory as a geropsychologist, whether early or later personal life experiences, your graduate program/internship, or positions you’ve held/currently hold?*

Dr. Shaw: My origin story as a geropsychologist was not a linear one. Reflecting on my personal and professional experiences, the most influential are 1) my relationship with my “bonus” grandmother, Mimi, and 2) my second practicum site. I, like many BIPOC identifying children, experienced several sources of childhood adversity, and my relationship with my grandmother was my life raft and lighthouse. When society told me “No,” or “You are not enough,” my grandmother was always saying “Yes,” “Why not,” “You are capable,” and “Go for it.” It was her voice in the back of my head that led me to apply to graduate school and the top-rated geropsychology internship site. Our relationship also shapes the type of geropsychologist I am today.

In my professional/educational life, I remember being the 2nd (or maybe even 3rd) pick for placement at our only geriatric-focused practicum site during graduate school. At that time, working with older adults as a specialty was not a part of my vision but the alignment quickly became clear to me. I was immediately connected to the population as it reminded me of my relationship with my grandmother, and the resilience and strength demonstrated during adversity mirrored my life experiences. Once I felt the connection, I began tailoring my training and educational experiences, focusing on older adults and older adult needs.

Laurie: *Can you briefly describe in 3-5 sentences what “The Sandwich Generation” means?*

Dr. Shaw: The “sandwich generation” is a term used to describe adults sandwiched between caring for their aging or ill parents or loved ones and their children/families. Whether people currently care for their aging parents or anticipate caring for them, they are still considered a part of the sandwich generation as they experience the mental load of early planning and initiating conversations about their loved one’s future needs. Three different types of sandwiches are used to specify someone in the sandwich generation further. For instance, the classic sandwich is someone who is caring for their aging/ill loved one and child; the club sandwich is someone in a multigenerational family caring for some combination of parent, grandparent, child, or grandchild, and the open-faced sandwich is someone who does not have children yet and is caring for their parent or loved one.

Laurie: *What inspired you to become “The Sandwich Generation Psychologist?”*

Dr. Shaw: For the majority of my early career, I felt stuck between two worlds in my professional identity. I was trained to embrace a clinical niche and or theoretical orientation fully and to not deviate from it, so that's what I did for several years. I worked with older adults at various stages of the aging and independence spectrum, from independent with some impairment in daily living functioning to home-bound or living in a long-term care facility. I began to see beyond age and developed a broader passion for working with underserved and diverse populations in the mental health and healthcare setting.

Early during the pandemic, I joined the virtual group practice serving professional black women, The Black Girl Doctor, where I fell back in love with creating space for folks who look like me. However, I felt a disconnect in my professional identities and struggled to find an intersection until recently, when I recognized that I was sandwiched between my professional passions. This recognition allowed fully embrace all my interests and launch my Instagram page (@iam_drdom) and website (thesandwichgenpsych.com), providing educational resources, emotional support, and skill-building strategies targeting the sandwich generation population particularly those from BIPOC communities.

Laurie: *What factors and differences must be considered when working with clients and caregivers who are part of "The Sandwich Generation" who identify as BIPOC vs. non-BIPOC caregivers?*

Dr. Shaw: One difference that comes to mind between the BIPOC and non-BIPOC communities, as it relates to caregiving and the sandwich generation, is the difference between the individualistic and collectivistic cultures. These cultural differences impact the experience of the sandwiched adult. For many BIPOC adults, caring for an older or ill family member is a responsibility and duty. There is often little choice in the role, making it difficult to create and maintain boundaries. The balance or imbalance between work, caring for self, caring for others (children, parents, partners, friends, pets, etc.), and all the other demands of life often leads to burnout for BIPOC individuals from collectivistic cultures.

Laurie: *In your opinion, why is gerodiversity integral to our work as geropsychologists?*

Dr. Shaw: I believe diversity is vital to all forms of person-centered care. There is no one-size-fits-all when it comes to caring for people's psychosocial needs, especially older adults. Older adults are often overlooked and undervalued in our society. Spotlighting gerodiversity is a way to uplift and recognize diverse older adults' voices and unique experiences.

Laurie: *What is your proudest professional milestone to date? Your proudest personal milestone?*

Dr. Shaw: Professionally, my proudest milestone to date was launching my website and Instagram page a few months ago. It was my professional awakening. I am excited to continue creating content, sharing resources, and supporting those in the sandwich generation.

Personally, my proudest milestone is motherhood. As a child, I ironically always said, "I want to be a grandmother." I experienced the joy of being cared for and loved by amazing grandparents, and I wanted to take on that role so much that I was willing to bypass the role of motherhood, haha! That was before becoming a mother and experiencing the highs and lows of raising two beautiful black girls, with the dual pandemic (COVID and racial trauma) as a backdrop. My youngest was only four months old when I launched my website and Instagram page. Motherhood of two ignited a flame in me that I never knew existed.

Committee Updates

Award Committee: 2023 Awards

Submitted by Janet Yang, Ph.D.

Student Paper Award

Description: This award is for exemplary student research papers. Entries must be reports of original research with relevance to geropsychology for which the student is the senior author.

Winner: **Shayne Lin, M.A.** Doctoral Candidate at The University of Alabama, Department of Psychology

Mentor: Rebecca Allen, Ph.D.

Paper Title: Cognitive Variation in Telehealth Cognitive Screening Predicts Dementia Incidence and Cognitive Performance

Todd “TJ” McCallum Gerodiversity Award

Description: This award is to acknowledge, encourage, and honor psychologists *and* psychologists-in-training in the advancement of clinical practice, training, research, advocacy, and/or public policy for underrepresented older adults including but not limited to people or communities of color, women, LGBTQ+ older adults, and older adults with a disability.

Winner: **Shayne Lin M.A.**, The University of Alabama (Psychologist-in-training) Doctoral Candidate at The University of Alabama, Department of Psychology

M. Powell Lawton Award For Distinguished Contributions To Clinical Geropsychology

Description: This award is given to an SCG member who has made exceptional lifetime contributions to Clinical Geropsychology.

Winner: **Dr. Julie Wetherell, PhD, ABPP** is a board-certified geropsychologist at the VA San Diego Healthcare System and a Professor of Psychiatry at the University of California, San Diego. She is active in clinical geropsychology research and practice and the education, clinical supervision, and research mentorship of psychology graduate students, medical students, postdoctoral fellows, and psychiatry residents. She is an internationally recognized expert in psychotherapeutic interventions for older adults. In particular, she has led national efforts to disseminate Problem-Solving Therapy to Home-Based Primary Care and to patients at risk for suicide. She is recognized as one of the leading late life clinical interventions researchers in the world for anxiety disorders, PTSD, hoarding behavior disorder, pain, depression, and fear of falling. She has over 120 publications and more than 25 book chapters. She has been funded by NIMH since 1997 to conduct interventions research on late-life mental health disorders, and she also received two VA Merit Awards as PI and is Co-Investigator on several others, all of which test interventions in older populations. Her most recent work examines the effect of a mindfulness intervention on cognitive performance in older people. She is active in supervising and mentoring and has made substantial contributions to education through her teaching, clinical supervision, and research mentorship of the next generation geropsychologists.

Distinguished Clinical Mentorship Award

Description: The purpose of the award is to recognize clinical geropsychologists who have played important mentorship roles in the clinical supervision, or professional development, of psychology graduate students, interns, and/or postdoctoral fellows who are training for careers in clinical geropsychology.

Winner: **Richard A. Zweig, Ph.D. ABPP** (Ferkauf Graduate School of Psychology, Yeshiva University).

From the letters of support we received nominating Dr. Zweig we can see that he dedicates significant time and energy in guiding trainees in becoming geropsychological professionals. He demonstrates and promotes a genuine love for geropsychology that is being transferred to the next generation of geropsychologists. His supervisees attest to his compassion, openness, and personal touch in how he teaches the knowledge and skills to work in this field, as well as how he conveys his love for older adults and geropsychology. His supervisees indicate that Dr. Zweig dedicates extra effort to support trainees so that they can continue to grow and develop after they leave his direct training. This is outstanding mentorship.

Congratulations to the winners, and to all who were nominated. It was a privilege to review these nominations and to be a part of this organization!

Janet Yang
Chair, Awards Committee, Society of Clinical Geropsychology

SCG Awards Committee:

Rachel Best, M.A.
Brian Carpenter, Ph.D.
Kate Hinrichs, Ph.D.
Janet Yang, Ph.D. (Chair)

Mentoring Committee
Submitted by Ira Yenko, Psy.D.

Dear members of the Society of Clinical Geropsychology,

We are excited to bring you the latest updates and developments from your Mentorship Committee. As part of our ongoing efforts to support the growth and development of professionals in the field of geropsychology, we have been working on several initiatives aimed at enhancing mentorship opportunities and fostering meaningful connections within our community. Recognizing the importance of accessibility and flexibility, we are working to expand our virtual mentorship resources. We aim to bridge the geographical gaps and provide mentorship opportunities to individuals who may not have access to local mentors. If interested in becoming a mentor or mentee, please reach out to Ira Yenko (irayenko@gmail.com).

In this edition of our summer newsletter, we are thrilled to feature an insightful interview with Dr. Sherry Ann Beaudreau, one of our esteemed mentors in the field of geropsychology. Sherry graciously took the time to share her career journey, her current position, and her thoughts on the importance of mentorship with our committee member, Stephanie Liu. Let's dive into the interview!

Stephanie: Thank you, Sherry, for joining us today. We truly appreciate your willingness to share your experiences and insights. To start, could you describe your current position and how you got to where you are today?

Sherry: Certainly, Stephanie. I currently hold a combination of roles that involve research, national trainings, and material development for a VA program focused on problem-solving therapy. Additionally,

I serve as the director of a large national postdoctoral fellowship program in clinical research. I work at the VA in Palo Alto as well as hold an affiliated position as a clinical professor of behavioral sciences. My journey into working with older adults began during my time as a research assistant at the Jamaica Plain VA in Boston. The complexity of aging and the interactions with older veterans sparked my interest in the field. I pursued graduate studies at Washington University in St. Louis, specializing in aging and neuropsychology. Throughout my career, I have sought out opportunities focused on aging and have had the privilege of working with esteemed mentors who have guided and supported me along the way.

Stephanie: It's fascinating to hear how your interest in working with older adults developed and led you to where you are today. Mentorship seems to have played a significant role in your career. What impact has mentorship had on your journey?

Sherry: Mentorship has been invaluable to my career. I have been fortunate to have great mentors who invested their time and energy in me. They provided guidance, helped shape my research skills, and served as strong role models. Having a female mentor during my early career was particularly influential, as it provided me with a role model who taught me how to navigate the research world successfully. Mentors have also broadened my perspective and introduced me to new areas of research, expanding my knowledge and skills. Now, as a mentor myself, I find great joy and fulfillment in guiding the next generation of psychologists. It allows me to share my experiences, spark interest and passion in the field, and contribute to the growth and development of others. Mentoring also keeps me fresh and engaged, as I continually learn from those I mentor.

Stephanie: That's wonderful to hear. Mentoring truly seems to create a positive ripple effect within the field. How do you see mentoring benefiting early career psychologists, and how can more advanced professionals become involved in mentoring the next generation?

Sherry: Mentoring offers numerous benefits to early career psychologists. It provides guidance, support, and a safe space to explore ideas and challenges. Mentors can help shape the career path of their mentees, offering valuable insights and advice based on their own experiences with their mentee's goals and unique life situations in mind. They can be an important source of support when making big career decisions or transitions. Early career psychologists can also learn valuable skills from mentors, such as research methodologies, clinical approaches, and professional development strategies. For advanced professionals, mentoring provides an opportunity to give back to the field and contribute to its future. By sharing their knowledge and experiences, they can inspire and guide the next generation. Mentoring can be done through various avenues, such as taking on mentees in research projects, offering supervision or clinical training, or participating in mentorship programs within professional organizations. Since there are not many geropsychologists, I think mentoring is so important to bring new people into the field (not sure how to word this). Plus, I think it's fun.

Stephanie: Thank you, Sherry, for sharing your expertise on mentorship and the significant role it plays in fostering growth and development in psychology. We greatly appreciate your time and insights. To our readers, we hope you found this interview with Sherry enlightening and inspiring. We hope it has impressed how vital mentorship is to the future of our field and how mutually enriching it is for both the mentor and the mentee. We hope it has inspired you to both consider finding a mentor and becoming a mentor to someone else.

Finally, we wanted to pass on a final call for our **upcoming co-sponsored mentorship event with Division 20 at this year's APA conference entitled "Munching with the Mentors."** We still have a few spots open for mentees (graduate students, postdocs, and early career psychologists) to attend. The event will have a panel discussion and meet-and-greet that is intended to provide insight into the mentor/mentee relationship and foster connections among Psychology working with older adults in clinical, academic, and research settings.

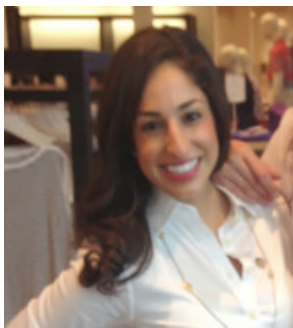
Our event is scheduled on **Friday August 4, 2023, from 11am to 12:30pm.** The event will be held at The Capital Burger, 1005 7th NW, Washington, DC 20001. It is located one block away from the Convention Center, within walking distance.

If you have or know graduate students, postdocs, and early career psychologists interested in geropsychology who are attending the APA conference, please have them reach out to Ira Yenko (irayenko@gmail.com) to RSVP. Priority will be given to members and student members of D20 and D12.2. A sincere thank you to Dr. Rowena Gomez of Division 20 for her collaboration and efforts in this initiative and thank you for your help in getting this event promoted!

SCG Mentoring Committee:

Anna Blanken, PhD
Stephanie Liu, MPH
Claudia Son, MA
Ira Yenko, PsyD (Chair)

Communications Committee *Submitted by Charissa Hosseini, Ph.D.*



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