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# APA Goals and Objectives

Approved by Council August 2009

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| **1. Maximize organizational effectiveness** | *The APA’s structures and systems support the organization’s strategic direction, growth and success.*  
   a. Enhance APA programs, services and communications to increase member engagement and value;  
   b. Ensure the ongoing financial health of the organization;  
   c. Optimize APA’s governance structures and function. |
| **2. Expand psychology’s role in advancing health** | *Key stakeholders realize the unique benefits psychology provides to health and wellness and the discipline becomes more fully incorporated into health research and delivery systems.*  
   a. Advocate for the inclusion of access to psychological services in health care reform policies  
   b. Create innovative tools to allow psychologists to enhance their knowledge of health promotion, disease prevention, and management of chronic disease;  
   c. Educate other health professionals and the public about psychology's role in health  
   d. Advocate for funding and policies that support psychology's role in health  
   e. Promote the application of psychological knowledge in diverse health care settings;  
   f. Promote psychology's role in decreasing health disparities;  
   g. Promote the application of psychological knowledge for improving overall health and wellness at the individual, organizational, and community levels. |
| **3. Increase recognition of psychology as a science** | *The APA’s central role in positioning psychology as the science of behavior leads to increased public awareness of the benefits psychology brings to daily living.*  
   a. Enhance psychology’s prominence as a core STEM (Science, Technology, Engineering and Mathematics) discipline;  
   b. Improve public understanding of the scientific basis for psychology;  
   c. Expand the translation of psychological science to evidence-based practice;  
   d. Promote the applications of psychological science to daily living;  
   e. Expand educational resources and opportunities in psychological science. |
EXECUTIVE OFFICE
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘12 – JANUARY ‘13

Please note that the Public Policy Office reports are included in the Science, Public Interest and Education Directorate reports.

AMERICAN PSYCHOLOGICAL ASSOCIATION OF GRADUATE STUDENTS

The American Psychological Association of Graduate Students (APAGS), established in 1988 by the APA Council of Representatives as an advisory committee, is now one of the largest constituency groups of the APA with approximately 30,000 members. Similar to the APA, APAGS implements governance initiatives and policies, provides direct member contact and support, develops resources to meet the information and advocacy needs of members, provides leadership opportunities, and provides special convention programming geared specifically toward graduate students in psychology.

What follows are highlights of APAGS' activities from August 2012 – January 2013.

August
- The APAGS Convention Committee in conjunction with APAGS Central Office Staff developed a stellar slate of Convention programming geared specifically toward graduate students for the 2012 APA Annual Convention in Orlando, FL. Program topics included preparing for internship, mentoring, grant writing, diversity, advocacy, student debt and loan forgiveness options, and licensure mobility, among others.
- APAGS advocated strongly for the Internship Stimulus Package at APA Council. Then APAGS Chair and Board of Directors member Ali Mattu, PhD, spoke at the plenary session and on Council floor in favor of this item, which passed with overwhelming support at the August 2012 Council meeting.
- APAGS welcomed newly elected members whose terms began August 2012:
  - Chair-Elect: Jennifer Doran, MA, *The New School for Social Research*
  - Member-at-Large, Practice: David Meyerson, MA, *DePaul University*
  - Member-at-Large, Research/Academic: Amanda Kraha, BA, *University of North Texas*
  - Member-at-Large, Membership: Todd Raymond Avellar, MA, *University of California, Santa Barbara*
  - Member-at-Large, Diversity: Jameta Barlow, MPH, *North Carolina University*
- APAGS welcomed newly appointed Subcommittee Chairs whose terms began August 2012:
  - CEMA Chair: Jasmin Llamas, MA, *University of California, Santa Barbara*
  - CLGBTC Chair: Jennifer Vencill, MA, *Texas Tech University*

September
- APAGS participated in the APA Education Leadership Conference in Washington, DC. September 8-11, 2012. Five APAGS representatives participated in the conference, which
focused on “Promoting Quality.” This meeting culminated in members meeting with congressional offices to advocate for the Graduate Psychology Education (GPE) Program.

- APAGS Past Chair, Ali Mattu, PhD, and APAGS Science Committee Chair, Megan Smith, MS, attended the Science Leadership Conference in Washington, DC, September 27-29, 2012. This year’s program focused on “Promoting Psychological Science in Our Academic Institutions and Local Communities.” APAGS engaged in collaborative discussions with SSC and CECP leaders.

October
- APAGS Associate Executive Director Nabil El-Ghoroury, PhD, gave a presentation at the Hawaii Psychological Association titled, “What They Didn’t Teach You in Graduate School” on October 20, 2012 as a part of the “APAGS on the Road” series.
- APAGS sent Chair-Elect Jennifer Doran to the Association of State and Provincial Psychology Boards meeting in San Francisco, October 23-27, 2012. This meeting focused on licensure issues.

November
- The APAGS Committee held a retreat to review and revise the APAGS mission and vision statements. The updated statements are as follows:
  - Vision: APAGS aspires to achieve the highest quality graduate training experience for the next generation of scientific innovators, expert practitioners, and visionary leaders in psychology.
  - Mission: APAGS builds a better future for psychology by serving as a united voice to enrich and advocate for graduate student development.
- The APAGS Committee met at the APA Round II Fall Consolidated Meetings to discuss upcoming projects, resource development and organizational policies to serve psychology graduate students. Discussion topics included: the APA Good Governance Project, CoA Guidelines and Principles for Accreditation, graduate student debt, the internship crisis, and APAGS’ position on the Master’s degree.

December
- APAGS cosponsored Courageous Conversations II, a dialogue on the internship crisis between APAGS, the APA Education Directorate, and several doctoral program and internship training councils. This meeting was held on December 1, 2012. Ali Mattu, PhD, APAGS Past Chair, was the representative from APAGS.
- APAGS received over 150 program and poster proposal submissions for the 2013 APA Convention in Honolulu, Hawaii. The APAGS Convention Committee met December 14 – 16 to rate and review each proposal and develop APAGS programming for Convention.
- APAGS Submitted the following questions to the President Elect candidates: 1) Given the impact of the internship crisis on access to quality training, how would you protect students and ensure they receive the highest quality training possible? 2) How do you plan to recruit, retain, and engage members under the age of 45? 3) What steps will you take to draw more psychological scientists into APA?
- APAGS awarded the following grants and awards during the December grant cycle:
  - Committee on Ethnic Minority Affairs Training Grant: Amy Berman, Jacqueline Newman, Teresa Young, Tennessee State University and Laura Reid and Daniel Shemwell, Purdue University.
  - Disabilities Training Grant: Danielle Ung, University of Florida
  - Teaching Excellence in Psychological Science Award: Shana Southard-Dobbs, University of North Texas and Lawton Ken Swan, University of Florida
January

- APAGS Associate Executive Director presented at the Council of University Directors of Clinical Psychology Programs (CUDCP) meeting in Austin, TX, January 18-19, 2013. The presentation for ethnic minority students focused on key questions for students applying to graduate programs in professional psychology.

- APAGS Assistant Director Eddy Ameen, PhD, attended the National Council of Schools and Programs in Professional Psychology (NCSPP) meeting in Nassau, Bahamas January 22-24, 2013. He built relationships with members of the NCSPP executive committee, members of the council, and student attendees, and represented the views of students and APAGS related to changes in education and training and the internship crisis.

- APAGS participated in the National Multicultural Conference and Summit January 16-18, 2013 in Houston, TX. APAGS hosted a student social as well as a “Breakfast with the Stars”, which brought eminent psychologists to meet with students. APAGS also hosted an awards luncheon in conjunction with the APA Ethics Office and Division 44 to honor the winners of the Student Travel Award:
  - Marcos Briano, Alliant University – Los Angeles
  - Yi-Ting (Angel) Cheng, University of Iowa
  - Daniela Dominguez, Our Lady of the Lake University
  - Richard Martinez, New Mexico State University.

**Ethics Office**

The Ethics Office has three primary areas of focus: education, consultation, and adjudication of ethics complaints. The Ethics Office also responds to Association needs by supporting special projects.

- The Ethics Office has continued its vibrant program of ethics workshops.
- Donald J. Brunquell, PhD was the winner of the fourth annual APA Ethics Committee Award for Outstanding Contributions to Ethics Education.
- The Ethics Office provides support for an annual student ethics writing prize.
- The Ethics program has a long-term educative goal of bringing diversity to the center of psychologists’ ethical awareness.
- The Ethics Office collaborates with the APA Office of International Affairs to offer programs in international venues.

**Office of International Affairs**

**Staff**

*Merry Bullock, PhD, Senior Director*
*Sally Leverty, International Affairs Assistant*
*Dana Townsend, International Program and Database Manager*

**Overview**

The Office of International Affairs (OIA) is the central conduit for APA’s international activities. The OIA monitors and provides information to APA members, governance and staff about international issues and opportunities relevant to psychology as a science and a profession. It coordinates APA's presence at major international meetings and conferences, encourages interaction between the APA leadership and the officers of other national psychology associations, supports APA’s non-governmental (NGO)
representation at the United Nations, and manages APA’s contributions to the revision process of the
WHO-developed International Classification of Disease, mental health chapter.

The OIA maintains contact with about 100 national psychological associations, with APA’s close to 7000
international affiliates and members, with officers of major international psychology associations, and
with the officers of those national associations of psychology that have signed Memoranda of
Understanding with APA.

The OIA also supports the activities of the Committee on International Relations in Psychology (CIRP),
coordinates APA activities with national and global organizations concerned with international science
and policy issues, including APA’s International Division (52), and International sections in other APA
Divisions, and serves as APA’s liaison to global psychology, health and policy organizations. Its
programs inform APA members and affiliates, governance and staff about international issues of
relevance to psychology, facilitate international outreach, collaboration, exchange, and support capacity
building of psychology at the individual and organizational level.
EXECUTIVE OFFICE

NARRATIVE

AMERICAN PSYCHOLOGICAL ASSOCIATION OF GRADUATE STUDENTS

APAGS GOVERNANCE UPDATES

APAGS operates on an academic year, transitioning leadership each August at the APA Convention. The APAGS chair serves a three-year term, as chair-elect, chair, and past-chair. The six elected APAGS members-at-large serve two-year terms, each with a specific focus. APAGS subcommittee chairs are appointed and serve two-year terms.

The following are updates on the activities and initiatives of the APAGS Committee and Subcommittee members:

COMMUNICATIONS

The APAGS Division Student Representative Network (DSRN) provides a forum for student representatives to discuss the challenges of recruiting student members, while building leadership skills within each division. The DSRN has grown by over 20 division student representatives in the past year, and members have begun collaborating on interdivisional projects. The DSRN held a lunch meeting during the 2012 Convention, with participants from over 20 divisions. Based on feedback from DSRN members, APAGS will develop more written support materials for students who are new leaders.

APAGS received six applications for Division of the Year Award. APAGS awarded the Division of the Year Award to Division 54, the Society of Pediatric Psychology at the APAGS-DSRN business meeting during the APA Convention.

GradPSYCH, the APAGS Magazine continues to provide psychology graduate students with cutting-edge information about training, education, research, and other relevant topics. (Goal 1a)

APAGS continues to focus on utilizing emerging technology and continues to have a presence on social networking sites such as Facebook, LinkedIn, and Twitter. The APAGS Facebook fan page has over 7400 likes, APAGS has more than 2800 Twitter followers, and has a group page on LinkedIn.
DIVERSITY

APAGS values inclusiveness, the open exchange of diverse ideas and opinions and broad representation of graduate students in psychology.

APAGS hosted the recurring session: Women Supporting Women: Mentoring between APAGS and Eminent Psychologists at the 2012 APA Convention, along with several other programs that focus on diversity:
- Women of Color in Academic and Professional Settings
- Disclosing LGBT Identity in the Supervisory Relationship: Risks, Challenges, and Rewards
- Psychology Without Borders: A Roundtable Discussion on International Teaching, Research and Service (co-sponsored with CIRP)
- Challenging Heteronormativity in the Applied Psychology Classroom

EDUCATION

The APAGS Member-at-Large, Education Focus represents internship and training needs of students to relevant boards and committees, monitors the climate of training environments and advocates for advances in the quality of education and experience for graduate students.

At the 2012 Education Leadership Conference, APAGS awarded an APAGS Citation to Michael Roberts, PhD, Chair of the Board of Educational Affairs, for his tireless efforts to support the Internship Stimulus Package at APA Council. APAGS brought five committee members to the conference to participate in important dialogues, trainings, and advocacy efforts.

APAGS maintains liaison relationships with CCTC, the Association of Psychology Postdoctoral and Internship Centers (APPIC), and BEA.

MEMBERSHIP RECRUITMENT AND RETENTION

APAGS focuses on recruiting and retaining a graduate student membership that reflects the diversity in psychology and promotes unity within the field, with a special emphasis on recruiting and retaining students from under-represented groups.

APAGS awarded 7 students with the Convention Travel Award, an award designed to help defray the costs of attending APA Convention. The winners were:
- Joshua M. Brown, University of Kansas, Jeannie Celestial, Palo Alto University, Jason Chen, University of South Florida, Kristin Conover, University of California, Santa Barbara, Logan Fiorella, University of California, Santa Barbara, Brandy Pina-Watson, Texas A&M University Carlie Trott, Colorado State University

PRACTICE

The APAGS Member-at-Large, Practice Focus promotes and supports activities, projects and programs that foster increased support of and participation by practice-oriented graduate students in APAGS.

APAGS also hosted the following practice-focused sessions at the APA Convention:
- Licensure and Mobility: What Graduate Students Need to Know
- Graduate Student Debt, Starting Salaries, and Loan Forgiveness Options
- Self-Care and Wellness for Graduate Students and Interns: Really?
Ethics in Action: Lessons Learned on Internship

RESEARCH/ACADEMIC

APAGS continues to work to develop a strong relationship with science students. APAGS has developed four $1000 grants specifically for science-oriented students. APAGS continues to collaborate with the Science Directorate, the Board of Scientific Affairs, and the Science Student Council to provide services and resources to science-identified students. (Goals 3a and 3e)

APAGS Member-at-Large, Research/Academic Focus Lyra Stein, PhD collaborated with the APAGS Science Committee and APA’s Science Student Council to create the “Guide to Convention Program Highlights for Science-Oriented Students.” This handout was made to help science-oriented students navigate APA Convention.

APAGS sponsored the following sessions related to research and academic issues at the 2012 APA Convention:
• Introduction to Multilevel Modeling
• Teaching Tips for Psychology Graduate Students
• Negotiating After the Job Offer: How to Ask for What You Really Want
• Ethics Paper Prize Presentation
• Learning the Language of Interdisciplinary Science and Practice: Guidance for Graduate Students

APAGS SUBCOMMITTEE UPDATES

ADVOCACY COORDINATING TEAM (ACT)

ACT continues to disseminate APA Legislative Action and Information Alerts through the APAGS-ACT network. The ACT network responds with multiple waves of targeted calls and emails to legislators. The following Action/Information Alerts were sent through the ACT Network between during the past six months:

Action Alerts
• 9/20/12: Call Today to Defend Federal Funding for Research
• 9/21/12: Defend Federal Funding for Research
• 11/5/12: Various Opportunities to Let Your Voice be Heard
• 11/29/12: Support UN Convention on Rights of Persons with Disabilities
• 12/7/12: Save your research funding TODAY
• 12/12/12: It’s not too late to save your research funding

Information Alerts
• 8/6/12: Science Policy News - July 2012
• 8/6/12: "In The Public Interest" - August 2012
• 8/23/12: Psychological Science Agenda - August 2012
• 9/13/12: "In the Public Interest" - Sept 2012
• 9/20/12: Psychological Science Agenda - September 2012
• 10/2/12: APAGS Info Alert 2 of 2: The SES Indicator (September 2012)
• 10/2/12: 11 psychology awardees of federal training grant money
• 10/4/12: "In The Public Interest" newsletter (October 2012)
• 10/5/12: Free Membership to Div 44 (Soc. for Psych. Study of LGBT Issues)!
• 10/18/12: Psychological Science Agenda (October 2012)
• 10/24/12: Medicare in 2013 (Get ready for more advocacy)
• 11/6/12: Science Policy News - October 2012
• 11/8/12: Fighting against AIDS, hunger, bullying, and more
• 11/13/12: Adding ethnic minority seats on Council
• 11/19/12: Psychological Science Agenda (Nov 2012)
• 11/30/12: Science Policy News (November 2012)
• 12/3/12: Seeking your story for gradPSYCH magazine
• 12/5/12: Children's Rights, World Aids Day, Obesity, Veterans Issues, and More
• 12/14/12: Psychological Science Agenda (December 2012)
• 12/19/12: Follow-up to "Adding ethnic minority seats on Council"
• 12/20/12: Spotlight on Disability (Dec 2012)
• 12/20/12: SES Indicator (Dec 2012)
• 1/2/13: Eastern Psych. Association of Graduate Students looking to fill positions
• 1/2/13: Psychology International Newsletter (Dec 2012)
• 1/2/13: Congress Halts the SGR Cut! [member initiated]
• 1/8/13: Reflections of a public interest psychologist, and more
• 1/15/13: APA Offers 2013-14 Public Interest Policy Internship for Grad Students
• 1/28/13: Psychology & AIDS Exchange (January 2013)
• 1/29/13: Psychological Science Agenda (January 2013)
• 1/31/13: Two newsletters with policy updates

The ACT Network maintains a database of approximately 40 State Advocacy Coordinators and 150 Campus Representatives. This network, particularly at the state level, has grown stronger over the past six months, as APAGS activated a listserv specifically for state advocacy coordinators, and encouraged their work towards state-level advocacy projects with their campus representatives. ACT is in a two-year process of redesigning its communication and awards systems, phasing in new ways to recognize and reward active student members of the network, while also making reporting easier. Of note, our colleagues in the ITS Department are developing an online reporting and dashboard for members and our ACT Subcommittee is editing an advocacy starter kit.

COMMITTEE ON ETHNIC MINORITY AFFAIRS (CEMA)

APAGS-CEMA represents and advocates for the perspectives and concerns of ethnic minority graduate students within the discipline of psychology. APAGS-CEMA’s two-fold mission is to promote a psychology pipeline that is representative of the nation’s ethnic diversity and foster culturally relevant and adaptive science and practice in psychology.

APAGS awarded two CEMA Grants to Shaddha Sundaram, University of Florida for a project titled, “Building Strength through Mentorship” and to Nayra Rodriguez-Soto, University of Puerto Rico – Rio Pedras, for a project titled “A Workshop Series in Mixed-Methods Research.”

Eighty-three students and professionals participated in the APAGS-CEMA webinar with Carola Suarez-Orozco titled, “Immigration: Things you must know for research, training, and practice” on December 7, 2012; additionally, the committee hosted over 30 students for a Q&A conversation hour on the Minority Fellowship Program, co-facilitated by Andrew Austin-Dailey (director of APA MFP) and Steven Kniffley (former MFP recipient and APAGS CEMA member). Upcoming presentations include a Webinar with Janet Helms in April and a Happy Hour with Jean Lau Chin in April.
In January 2013 at the National Multicultural Conference and Summit, APAGS-CEMA Chair Jasmin Llamas, MA coordinated a luncheon meeting with student leaders from several divisions and ethnic minority psychological associations in order to discuss common concerns and goals. APAGS-CEMA envisions itself to be a coordinator and resource-distributor so that diverse graduate students experience the highest quality graduate training experience.

**COMMITTEE ON LESBIAN, GAY, BISEXUAL AND TRANSGENDER CONCERNS (CLGBTC)**

APAGS-CLGBTC represents and advocates for the unique concerns and needs of lesbian, gay, bisexual, and transgender (LGBT) students in psychology.

APAGS CLGBTC organized two sessions for the APA Convention in 2012: *Challenging Heternormativity in the Applied Psychology Classroom* and *Disclosing LGBT Identity in the Supervisory Relationship: Risks, Challenges, and Rewards*.

The committee oversees an 88-person mentoring program for LGBTQA graduate students in psychology who are paired with advanced students, faculty, and professional psychologists who volunteer to serve for one year. The program consists of monthly discussion prompts, quarterly administrative check-ins and interactive conversation hours, and ongoing consultation between mentors, mentees, committee members, and staff.

The committee is in the final stages of preparing online training videos for graduate students who may not feel welcome to bring up certain issues in their respective programs. The first two trainings will focus on trainee self-disclosure in the therapy setting and conducting research with transgender populations.

**SCIENCE COMMITTEE**

The APAGS Science Committee was created in Spring 2009 in response to APAGS’ continued efforts to reach out to and address the needs of science-identified psychology graduate students. *(Goals 3a and 3e)*

The APAGS Science Committee awarded the APAGS/Psi Chi Junior Scientist Fellowship to 9 students. The JSF is a collaboration between APAGS and Psi Chi that targets first- and second-year psychology students and prepares them to apply for a National Science Foundation Graduate Research Fellowship Grant. APAGS provided written feedback to all applicants to help them as they work toward applying for the fellowship.

The Science Committee held an in-person meeting in Washington, DC September 21-22, 2012. The agenda for this meeting focused on operationalizing procedures and creating training materials for the new APAGS Journal (TPS). They also met with APA Publications staff to design a timeline for the journal.

APAGS awarded the Basic Psychological Science Grant to:


The APAGS Science Committee continues to work on finalizing the APAGS Science Journal: *Translational Issues in Psychological Science*. The journal was approved by the APA Council of Representatives 2012. The journal will have one cross cutting topic for each issues, with short review
articles describing innovative research and how they cross fields within or outside of psychology. The are currently conducting a national search for an Editor-in-Chief.

CONVENTION

The APAGS Convention Committee organized a number of sessions at the 2012 APA Convention, including the following:

- APAGS Ambassador Orientation
- Food for Thought Breakfasts (with Cheryl Boyce, PhD, Philip Zimbardo, PhD, and Jeff Barnett, PhD as presenters)
- Making the Most of Convention: An Introduction for Graduate Students and First Time Attendees
- Alternative Career Paths with a Doctorate in Psychology

The APAGS Convention Committee reviewed and rated all Convention programs and posters submitted by students to APAGS. They created a slate of APAGS programs for the 2013 Convention, developed social events and specialized programming, organized the APAGS Ambassador program and developed the APAGS Convention Survival Guide for Students.

HIGHLIGHTS OF APAGS’ SERVICES

Listservs
APAGS Listservs are targeted to a variety of student interests including: ethnic minority issues, disability issues, the dissertation process, international student issues, clinical psychology, cognitive psychology, LGBT issues and many more. Visit http://www.apa.org/apags/resources/listservs/index.aspx for further information

Grants and Awards
APAGS funds a variety of prestigious scholarships and awards and has partnered with other APA groups to offer additional awards. Visit http://www.apa.org/about/awards/index.aspx for additional information.

Resource Guides and Books
APAGS provides several resource guides specific to graduate student needs. Highlights include:

APAGS Resource Guide for LGBT Students in Psychology addresses the unique experiences/obstacles of lesbian, gay, bisexual, and transgender (LGBT) students.

APAGS Resource Guide for Ethnic Minority Graduate Students, provides advice and recommendations for navigating the graduate school experience.

Women Mentoring Women: A Model for Psychology (APA, 2007) offers psychology students and psychology mentors information and guidance on how to create and manage successful mentoring relationships.

Internships in Psychology: The APAGS Third Edition Workbook for Writing Successful Applications and Finding the Right Match (APA, 2012) provides resources/information to successfully navigate the internship application process ($22.95 for APAGS members, $27.95 for non-members).
Succeeding in Practicum: An APAGS Resource Guide includes information about identifying training goals, selecting practicum placements, supervision, and more ($8 for APAGS members, $12 for non-members).

APAGS Liaisonships

APAGS committee members and staff represent students on many boards and committees in and affiliated with the APA. This involvement helps students have a voice in shaping the policies and initiatives that will affect them and their future. Some of these boards and committees include the:

- APA Board of Directors
- APA Council of Representatives
- Association of Psychology Postdoctoral and Internship Centers (APPIC)
- Council of Chairs of Training Councils (CCTC)
- Committee for the Advancement of Professional Practice (CAPP)
- Board for the Advancement of Psychology in the Public Interest (BAPPI)
- Board of Educational Affairs (BEA)
- Board of Professional Affairs (BPA)
- Board of Scientific Affairs (BSA)
- Association of State and Provincial Psychology Boards (ASPPB)
- The National Register of Health Service Providers in Psychology (NRHSPP)
- Committee on Disability Issues in Psychology (CDIP)
- Advisory Committee on Colleague Assistance (ACCA)

The APAGS Committee

APAGS is governed by nine officers who are elected by APAGS members along with several specialized subcommittees. The current APAGS Committee members are:

Executive Committee:
Chair: Matthew FitzGerald, MA, MS, Loyola University of Maryland
Chair-Elect: Jennifer Doran, MA, The New School for Social Research
Past Chair: Ali Mattu, PhD, The Catholic University of America

Members-at-Large:
Diversity: Jameta Barlow, MPH, North Carolina State University
Research/Academic: Amanda Kraha, BA, University of North Texas
Practice: David Meyerson, MA, DePaul University
Communications: Joshua Kellison, MA, Arizona State University
Education: Gregory Wilson, BA, Adler School of Professional Psychology
Membership Recruitment/Retention: Todd Raymond Avellar, MA, University of California, Santa Barbara

Subcommittee Chairs:
Advocacy Coordinating Team: Paul Ascheman, MS, Iowa State University
Committee for Ethnic Minority Affairs: Jasmin Llamas, MA, University of California, Santa Barbara
Convention Committee: Jesse Matthews, PsyD, Immaculata University
Science Committee: Megan Smith, MA, Purdue University
Committee on Lesbian, Bisexual, and Transgender Concerns: Jennifer Vencill, MA, Texas Tech University
EThICS

EDUCATION AND CONSULTATION

• The Ethics Office has continued its vibrant program of ethics workshops. The Ethics Office priority is to provide ethics programs that raise funds for state, provincial, and territorial psychological associations and that offer continuing education credit in ethics and law. Several educational workshops and programs, including at state psychological associations, were offered in fall 2012 (Please see the Ethics Committee annual report in the July/August 2013 issue of American Psychologist for complete details of educational programs offered.) (1a)

• Donald J. Brunnquell, PhD was the winner of the fourth annual APA Ethics Committee Award for Outstanding Contributions to Ethics Education. This award is intended to recognize outstanding and innovative ethics education contributions, to promote and stimulate these activities, and to disseminate ethics education innovations. In the fall of 2012, the Ethics Office and Committee discussed plans for the 2013 Ethics Educators award. (1a)

• The Ethics Office provides support for an annual student ethics writing prize. The prize includes a $1000 award; an expense-paid trip to Convention where the winner presents his or her paper; and consideration for publication in the journal Ethics and Behavior, edited by Gerald P. Koocher, PhD. A record 41 submissions were received for the 2013 Ethics Prize. The prize winner will be named in February 2013. (1a, 3e)

• The Ethics program has a long-term educative goal of bringing diversity to the center of psychologists’ ethical awareness. It is intended as a result that ethical awareness will be carried to the diverse health care settings where psychologists work. The Ethics Office and Committee have an active, ongoing initiative with the four ethnic minority psychological associations (EMPAs) to explore how the APA Ethics Code addresses diversity from the perspectives of the EMPAs. At its fall 2012 meeting, the Ethics Committee made plans to continue this initiative at its 2013 Convention programming. Additionally, the Ethics Committee reserves a time at each of its meetings to consider together some aspect of diversity. At its September 2012 meeting, the committee led a discussion with regards to the concern of cognitive aging and impairment as aspects of diversity, and Ethics Committee member Nancy Elman, PhD, Antonio Puente, PhD, and Carol Webb, PhD from Emory University participated via conference call. Dr. Webb provided a viewpoint on how licensing boards address issues of cognitive impairment. (2e, 2g)

• The Ethics Office collaborates with the APA Office of International Affairs to offer programs in international venues. In October of 2012, the office director presented at
the annual meeting of the Mexican Psychological Society. The title of the presentation was “The United States and Mexico: Partners in Ethical Practice.” (1a, 2e, 2g)

Adjudication

- The Ethics Office provides staff support for the Ethics Committee, which last met in September 2012. A complete description of the adjudication program, including statistics regarding all stages of ethics complaint processing in 2012, will be published in the July/August 2013 issue of American Psychologist. (1a, 1c)

Special Projects

- The Ethics Office continues to provide staff support to a Task Force on Licensing Board and Ethics Committee Training. The task force, a joint endeavor of APA and ASPPB, is part of an Ethics Office initiative to foster improved relations between psychological associations and licensing boards. The task force has been able to proceed in its work without requesting additional funding since 2007. At APA’s 2013 Convention in Honolulu, HI, the task force will collaborate with APA’s Division 42 to present a symposium called "Colleagues Thinking Together: APA and ASPPB Explore Where Ethics and Licensure Converge." (1a, 1c)

Office of International Affairs

The activities of the office since August, 2012 are summarized below under the following headings:

- Promoting international collaboration and exchange
- International Outreach: Information and Materials
- Governance
- Convention Activities

Promoting International Collaboration and Exchange

To promote international collaboration and the international growth of psychology, the OIA directly participates in international, regional and national conferences and meetings, and manages a number of programs to facilitate international scientific and professional exchange. These include the following:

1. International exchange at meetings and congresses (Goals 1a; 3e, 2e, 2g)

Senior OIA Director Merry Bullock and Steve Behnke, Director of the Ethics Office attended the XX Congreso Mexicano de Psicología in Campeche, Mexico, and participated in round table discussions with the council of the Mexican Psychological Society, and with the council of Mexican state associations.

The Senior Director participated in the planning committees for two international activities: a USAID sponsored summit “Population Level Behavior Change Evidence Summit” that will take place in June, 2013; and the 5th International Congress on Licensure, Certification and Credentialing in Psychology that will take place in July 2013. In addition, she serves on the ICSU (International Council for Science) Committee on Freedom and Responsibility in Science. Other meetings attended include the Fall 2012 meeting of IMSHAN (International Medical Societies and Health-Related Associations Network), the IUPsyS (International Union of Psychological Science) Executive committee meetings and Assembly, the
US National Committee for Psychology Fall Meeting (via teleconference) and regular meetings of INET (International Network on LGBT Issues).

2. APA “MOU” Partners: Associations that have signed a Memorandum of Understanding with APA (addresses Vision statement 6)
APA has formalized interactions and exchange with fellow national psychology organizations through the Memorandum of Understanding (MOU) program. MOU’s signed with individual associations articulate the mutual goals of APA and the psychology association, and agrees to regularly communicate and consider the development of joint activities. Activities with these MOU partners as well as with others have included symposia at international Congresses of Psychology, APA convention activities, workshops, continuing education, publications, reciprocal invitations to attend societies’ annual meetings, and visits at the APA headquarters.

During convention in Orlando, APA signed MOUs with the Japanese Psychological Association (JPA) and with the Spanish Psychological Association (COP).

Since August, the OIA has facilitated conversations with the Spanish Psychological Association and the Mexican Psychological Society for future collaborative activities. Officers of the Mexican Psychological Society will attend the State Leadership Conference at APA in March, 2013 (see #3).

3. Hosting international colleagues: Visitors Program (Goal 2e)
The Office coordinates and facilitates visits from senior staff of other national psychological associations to APA. The president and executives of the Mexican Psychological Society (SMP) will visit APA in March to meet with senior staff officers and to attend the State Leadership Conference. APA has an MOU with SMP.

4. APA International Learning Partner Program (AILPP) (Goal 1a)
In 2012, the OIA worked with Professionals Abroad to develop an APA-endorsed visit to Cuba for professional meetings and exchange. The Cuba program’s full report (http://www.apa.org/international/outreach/cuba-report.pdf) includes a summary of each meeting, personal/cultural highlights of the delegation's visit, outcomes and potential next steps.

The OIA published the goals and activities of the APA International Learning Partner Program (AILPP) at http://www.apa.org/international/outreach/learning-partners.aspx For 2013, AILPP programs are being offered to China (June) and to Cuba (November).

5. Grant programs to encourage international exchange and development (Goals 1a; 3e, 2c, 2e, 2g)
The OIA manages APA grant programs to promote international exchange among individuals and to promote the development of psychology internationally.

- **Registration Grant Awards.** The OIA provides awards of up to $400 for psychologists to attend international conferences. In 2012 XXX awards were granted to XX countries (list countries)

- **Convention Travel Awards for international attendees.** The OIA administers a competitive program that awards up to $500 to convention attendees from outside the United States and Canada. The Board of Convention Affairs has provided the OIA with $10,000 from the abatement funds to fund this award. For the convention in Orlando, the OIA provided 20 awards to convention attendees from Azerbaijan, Brazil, China, Egypt, Guatemala, Haiti, India, Israel, Korea, New Zealand, Nigeria, the North Marianas Islands, Palestine, Spain, and the United Kingdom, including nine students, two early career, and nine senior career psychologists.
• OIA provides staff support for the APA Award for Distinguished Contributions to the International Advancement of Psychology and the APA International Humanitarian Award. Awardees are recognized annually at convention. Maria Richaud, PhD, and Fons van de Vijver, PhD, are co-recipients of the 2013 Award for Distinguished Contributions to the International Advancement of Psychology, and Brinton Lykes, PhD, is the recipient of the 2013 APA International Humanitarian Award.

6. Joining other organizations to promote international activities (among the different liaisons, serves Goals 1a, 2b, 2e, 3b, 3d, 3e)

APA and the OIA maintain an active liaison relationship with a number of international organizations including:

• US National Committee for Psychology (the committee, housed at the US National Academy of Sciences, that serves as the US National Member to the International Union of Psychological Science – IUPsyS),
• Scholars at Risk Network (SAR), a New-York based network that addresses human rights abuses of academics and that seeks to find placement for displaced academics
• AAAS Human Rights Coalition (the APA liaisons are staff from the Science and Public Interest Directorates)
• International LGBGT Network (staff in the Public Interest Directorate manage this network)
• Health Volunteers Overseas (HVO)
• International Medical Societies and Health-Related Network (IMSHAN), a group of staff who manage international offices in health-related organizations
• World Federation for Mental Health (WFMH)
• International psychology organizations, including IUPsyS (International Union of Psychological Science), IAAP (International Association of Applied Psychology), SIP (Interamerican Society of Psychology) and EFPA (European Federation of Psychology Associations).

INTERNATIONAL OUTREACH: INFORMATION & MATERIALS (Goal 1a)

The OIA serves as a source of information for APA members about psychology around the world. Through its newsletter, website, public mailbox and occasional publications, the OIA serves as a comprehensive resource for timely and comprehensive information about international psychology activities, opportunities and issues.


2. Psychology International: The quarterly newsletter includes feature articles on international policies, programs and activities, as well as regular columns on international research collaboration, the applications of psychology to international social issues, and international perspectives, regular book reviews and lists of newly published materials. The newsletter is sent to all APA members who live outside the U.S. and Canada, all international affiliates, and others who have subscribed individually. It is also disseminated to the Board of Directors, Council and Division listservs, and sent to selected society presidents and officers. Please see www.apa.org/international/pi/.

3. APA is contributing to the development of a new Web resource developed by the International Union of Psychological Science (IUPSY), called Psychology Resources Around The World (http://www.psychology-resources.org). The Senior Director of the OIA is the editor of the resource, whose aim is to be the "go to" resource site or information on the organizations, structures, and institutions of psychology in every country around the world.
4. The OIA maintains a public mailbox and listservs for information and discussion. These include announce-only as well as discussion lists for targeted audiences. (Goals 1, 2 & 3)

**Governance and International Advocacy** (Goals 1a,c; 2c,d,e,f,g; 3a,b,d,e)

The OIA provides staff support to the Committee on International Relations in Psychology (CIRP). CIRP will meet during the 2013 spring consolidated meetings. The members of the committee are Bonnie Nastasi, PhD, and Tina Richardson, PhD (co-chairs), with members Silvia Canetto, PhD; Jean Chin, EdD; Chryse Hatzichristou, PhD; Virginia Kwan, PhD, Chandra Mehrotra, PhD, Susan Opotow, PhD, and Lori Foster Thompson, PhD. The CIRP annual report was provided to the Council.

The OIA also provides staff support to APA’s representative team at the United Nations. APA holds NGO special consultative status with the Economic and Social Council (ECOSOC) of the UN and is accredited as an NGO to the Department of Public Information (DPI) of the UN. APA’s NGO representatives at the UN New York headquarters (7 representatives, special projects associates and student interns) organize educational symposia in conjunction with UN committee meetings and special events, and work in collaboration to develop the annual Psychology Day at the United Nations.

On November 15 and 16, 2012, the OIA held an orientation for the UN team and APA staff. The purpose of the orientation was for APA staff to learn what the association’s representatives do at the United Nations and for the UN team to learn about APA’s offices and resources and to discuss its policy work, human rights initiatives, and priorities.

**APA Convention Activities** (Goals 1a,c; 2b,c,e,g; 3)

The OIA publishes a program of all international programming at the convention. It is available on the Web and at the International resource booth.

At the annual APA convention, the OIA serves as the host for APA’s international attendees. As liaisons to the Committee on International Relations in Psychology (CIRP), OIA staff coordinate the Committee’s convention programming. Staff also serve as liaisons for the two APA international awards. At each convention, the OIA sponsors a reception for international visitors and APA members. The 2013 reception will occur following the opening ceremony on Thursday, August 1, at 2:00 p.m.
EDUCATION DIRECTORATE

CYNTHIA BELAR, PHD
EXECUTIVE DIRECTOR
EDUCATION DIRECTORATE  
HIGHLIGHTS OF ACTIVITIES  
AUGUST ‘12 – JANUARY ‘13

EDUCATION DIRECTORATE MISSION

The APA Education Directorate advances education in psychology and psychology in education for the benefit of the public. It seeks to enhance (1) the education and training of psychologists across all levels, (2) the teaching of psychology, and (3) the application of psychology to education. Staff of the Education Directorate work in direct support of the Board of Educational Affairs (BEA), its reporting committees, and such other groups as assigned in addressing goals related to this mission. The executive review that follows highlights a sample of the achievements in different program areas of the Directorate with detailed reports of program activities appended.

EXECUTIVE SUMMARY

EDUCATION OUTREACH INITIATIVES

- The annual APA Education Leadership Conference (ELC) was held on September 10-13, in Washington, DC, with the theme Promoting Quality. In addition to APA governance members and division representatives, participants included representatives from over 25 organizations external to APA that are concerned with education and training in psychology.

  Participants explored the idea of quality from a variety of viewpoints, including methods for assessing quality, cultural competence as a component of quality and ethical barriers to achieving quality. A major theme was initiatives to improve quality through the teaching of quality improvement methodologies and through infusing quality improvement processes into teacher preparation and continuing education. (page 26)

- Dr. Belar attended the November meeting of the Institute of Medicine Global Forum on Innovations (IoM Global Forum) in Health Professions Education of which APA is a co-sponsor. This was a 2-day, interactive public workshop exploring issues related to innovations in health professions education (HPE). (page 27)

- Dr. Belar participated in a strategic planning meeting for the Patient-Centered Primary Care Collaborative meeting held in Washington, DC in January and as well as attended their 2012 Fall Conference held in Chicago on October 25th with the theme The Journey to a Patient-Centered Medical Home (PCMH): Choose Your Path. At that meeting she hosted a roundtable regarding education and training. (page 27)

GOVERNANCE COMMITTEES AND TASKFORCSES

- BEA authorized the development of a practical, user-friendly resource for teacher education practitioners and policy makers on how to best use data to make decisions focused on program
improvement. The resource, developed by the seven-member BEA appointed Task Force on Applying Psychological Science to the Analysis of Data for Program Improvement, will concentrate on the three most commonly employed and widely used data sources for evaluating the effectiveness of teacher preparation programs - teaching observations, satisfaction surveys from graduates and employers (and possibly pupils), and pupil standardized test scores (e.g. employing value-added modeling). (page 27)

- Inter-Organizational Work Group on Competencies for Primary Care Psychology Practice, an initiative of APA president Suzanne Bennett-Johnson, PhD, held one, two-day, face-to-face meeting on September 7-8, 2012. The charge to the group was to articulate competencies specific to the practice of psychology in primary care by updating and integrating extent relevant literature into a single document. A final document was completed in December 2012. (page 28)

**Education Advocacy Initiatives**

- As a result of Education Government Relations Office’s (Ed GRO) successful advocacy efforts to include psychology education and training in the Affordable Care Act, the Health Resources and Services Administration announced awards through the new Mental and Behavioral Health Education and Training Grant (MBHETG) Program, eleven APA accredited programs were awarded a total of more than $3.6 million. This program’s purpose is to strengthen clinical field competencies and increase the number of psychologists who pursue clinical work with high need and high demand populations, such as rural, vulnerable, and/or the underserved, and veterans, military personnel and their families. (page 29)

- In mid-October, Ed GRO staff and Public Interest GRO staff completed their Interactive Classroom videotaping of five advocacy training modules. The modules include an introduction to federal advocacy, a review of the three branches of government, sessions on effectively influencing the legislative process, and how to get more involved in advocacy through political activities. (page 30)

- Ed GRO, in partnership with Division 17: Society of Counseling Psychology and the Practice Directorate, has been working with Higher Education Mental Health Alliance (HEMHA). HEMHA members include a number of other APA members who participate representing different organizations. HEMHA has completed work on a new resource – “Balancing Safety and Support on Campus: A Guide for Campus Teams”. (page 30)

**Directorate Programs in Education**

**Enhancement of Psychology in Education**

- A set of psychological principles were identified by the Coalition for Psychology in Schools and Education that are significant contributors to the K-12 classroom and for teacher education. These topics include: Student Thinking and Learning; Assessing Student Progress; Student Motivation; Classroom Management; and Interpersonal Relationships. These topics will be used as the basis for future articles on teacher practice as well as be linked together to create an online brochure to be used as a resource. (page 31)
**Enhancement of Education in Psychology**

- The Education Directorate and the APA Teachers of Psychology in Secondary School (TOPSS) Committee published two new TOPSS unit lesson plans, on *Biological Bases of Behavior* and *Life Span Development*, for high school psychology teachers. The unit plans each contain a content outline, resources and activities. The unit plan revisions were supported through a grant from the American Psychological Foundation (APF). (page 33)

- With support from a grant from the American Psychological Foundation (APF), the Education Directorate posted seven videotaped sessions from the 2012 APA Convention online at [http://www.youtube.com/user/TheAPAVideo](http://www.youtube.com/user/TheAPAVideo) for psychology teachers. (page 33)

- The TOPSS Committee released a *Resource Manual for New Teachers of High School Psychology*. The purpose of this document is to present new teachers with some resources and helpful suggestions from teachers with many years of teaching experience. (page 34)

- The Education Directorate convened a meeting of representatives from the regional psychological associations and the Honor Societies in psychology, Psi Chi and Psi Beta, at ELC. (page 34)

- The Education Directorate is working to expand the APA Psychology Department Program (PDP) for 2012-2013. The PDP bolsters APA’s support of psychology departments (especially those in smaller colleges) by providing a single location to tap APA’s education benefits. This program is available for purchase at an annual cost of $300 and includes a package of new teaching and advising publications, newsletter subscriptions, three complimentary student affiliate memberships, and access to its varied education resources. (page 34)

- On October 22, 2012, staff attended a meeting at the Council of Chief State School Officers building to review a draft framework of “core standards” for social studies and to discuss APA’s *National Standards for the High School Psychology Curricula*. (page 35)

- On November 10, 2012, staff gave a presentation at the Association of American Colleges and Universities (AAC&U) Network on Academic Renewal Meeting that was held in Kansas City, Missouri. The theme for this conference was *Next Generation STEM Learning: Investigate, Innovate, and Inspire*. (page 35)

- The 2013 edition of the *Graduate Study in Psychology* publication went on sale at the APA Convention in Orlando. The online edition was released later in August. Due to staff recruitment efforts, this edition contained more than 30 new and just fewer than 600 returning departments. (page 36)

- On behalf of APA, Dr. Cathy Grus hosted Courageous Conversations II (CCII), a meeting of training council which met December 1, 2012. The topic of discussion was the imbalance between the number of available internship positions listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match and the number of applicants seeking internships is a significant issue for professional psychology. The focus of this meeting was to discuss what actions can be implemented by key professional psychology groups to address the imbalance. (page 36)

- The APA Office of Continuing Education in Psychology (CEP) is hosting a two-day Professional Development Training Institute (PDTI), April 2013. Presented by notable scholars and leading practitioners in the field, the Institute will provide ample opportunity for workshop participants to
delve into one of three tracks — complex trauma treatment, death/loss/bereavement, or psychodiagnosis and the DSM-5 — and explore ways in which to adapt the material to their individual work settings. In addition, all participants will attend a workshop on ethics and the law. Presenters will conduct a follow-up webcast one month later to enhance the translation/application of learning into the individual workplace. (page 37)

**QUALITY ASSURANCE IN EDUCATION AND TRAINING**

- The Continuing Education Committee (CEC) approved 33 new organizations as sponsors of continuing education at its November 2012 meeting. There are currently 780 APA-approved sponsors. (page 38)


- At the end of this reporting period, there were 929 accredited programs in professional psychology: 375 doctoral programs (235 clinical, 69 counseling, 63 school, and 8 combined), 475 internship training programs, and 79 postdoctoral residency training programs (42 traditional and 37 specialty practice area). (page 39)

- The CoA continued its process to lay the groundwork for revising its *Guidelines and Principles for Accreditation* (G&P). The CoA designed an iterative process of four phases that will rely on input from all of the CoA’s communities of interest. The first set of general questions, were posted for 90 days of public review and comment in mid-August. At the fall meeting, CoA reviewed comments received on the first phase of questions for the review and revision. Each of the CoA’s policy groups (doctoral, internship, and postdoctoral) analyzed the comments and drafted follow-up questions that were opened for public comment on November 30, 2013. Phase two comments will remain available for public review and comment until June 1, 2013 at [http://apaoutside.apa.org/AccredSurvey/Public/](http://apaoutside.apa.org/AccredSurvey/Public/). (page 39)

- The APA Board of Directors approved revisions to the *Accreditation Operating Procedures* (AOP) to allow for an accreditation “eligibility” status and a new accredited status of “accredited, on contingency” for internships and postdoctoral residencies. Accreditation staff continue to work towards accepting applications for these statuses early in the second quarter of 2013. (page 40)

- On November 20, 2012, CoA appeared before the Council for Higher Education Accreditation’s (CHEA) Committee on Recognition, the body charged with making a recommendation on continued recognition of the CoA to the CHEA Board of Directors. The CoA was one of the first accrediting agencies to undergo re-recognition under CHEA’s revised 2010 standards. The CHEA Board of Directors made a final decision to re-recognize CoA as an accrediting body at the board’s January, 2013 meeting. (page 40)
**E D U C A T I O N  O U T R E A C H  I N I T I A T I V E S**

- **The 2012 Education Leadership Conference**
  The annual APA Education Leadership Conference (ELC) was held on September 10-13, in Washington, DC, with the theme *Promoting Quality*. In addition to APA governance members and division representatives, participants included representatives from over 25 organizations external to APA that are concerned with education and training in psychology.

  Participants explored the idea of quality from a variety of viewpoints, including methods for assessing quality, cultural competence as a component of quality and ethical barriers to achieving quality. A major theme was initiatives to improve quality through the teaching of quality improvement methodologies and through infusing quality improvement processes into teacher preparation and continuing education.

  At this year’s Education Leadership Conference (ELC) nearly 100 attendees participated a number of advocacy sessions that were aimed at increasing their knowledge of the federal legislative process, enhancing their advocacy skills, and understanding the critical importance of gaining Congressional support (funding) for the Graduate Psychology Education program (GPE) – the only federal program dedicated solely to psychology education and training. These sessions culminated in a Capitol Hill Lobbying Day to advocate support for GPE. ELC attendees went in groups to Capitol Hill to make their case for restoring funding to the GPE program at $4.5 million, its FY 2005 level. These psychology advocates held an impressive 175 meetings, representing 36 states. A number of participants met directly with their Members of Congress.

  The long-term goals of the ELC are to:
  - Provide a forum for groups and organizations across all levels of education and training to address issues of mutual concern
  - Promote a shared disciplinary identity among education and training leaders in psychology
  - Impact public policy regarding education in psychology and psychology in education

  The ELC is the major advocacy event for the psychology education community. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Educator December 2012**
  The newest edition of *the Educator* was published in December 2012. This issue highlighted the recent ELC; a review of 2012 developments from Executive Director, Cynthia D. Belar, PhD; advocacy initiatives and activities; and news and announcements from the education and training community in psychology. *The Educator* can be viewed online at [http://www.apa.org/ed/educator_home.html](http://www.apa.org/ed/educator_home.html) (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Meetings and Outreach Initiatives**
  - Dr. Belar was an invited presenter at the annual meetings of the Council of University Directors of Clinical Psychology; National Council of Schools and Programs of Professional Psychology; and the Council of Clinical Health Psychology Training Programs where she presented *A Blueprint for Health Service Psychology Education and Training*. This document is the culmination of a two year effort between the Education Directorate and the Health Service Psychology Education Collaborative (HSPEC) – an interorganizational endeavor among the APA, Chairs of Graduate Departments of Psychology and the Council of Chairs of Training Councils. The members of this Collaborative worked diligently to address increasing concerns
about education and training in professional psychology. Seven recommendations constitute the core of the blueprint for the future and are believed to be essential for psychology to advance as a health profession. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

- Dr. Belar attended the November meeting of the Institute of Medicine Global Forum on Innovations (IoM Global Forum) in Health Professions Education of which APA is a co-sponsor. This was a 2-day, interactive public workshop exploring issues related to innovations in health professions education (HPE). (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

- Dr. Belar participated in a strategic planning meeting for the Patient-Centered Primary Care Collaborative meeting held in Washington, DC in January and as well as attended their 2012 Fall Conference held in Chicago on October 25th with the theme *The Journey to a Patient-Centered Medical Home (PCMH): Choose Your Path*. At that meeting she hosted a roundtable regarding education and training. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Belar was an invited presenter for the 60th Anniversary Colloquium at Adler School of Professional Psychology in October. The Adler is the oldest independent professional school of psychology in the United States. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

**Governance Committees and Taskforces**

- **Task Force on Applying Psychological Science to the Analysis of Data for Program Improvement**

  BEA authorized the development of a practical, user-friendly resource for teacher education practitioners and policy makers on how to best use data to make decisions focused on program improvement. The resource, developed by a seven-member BEA appointed task force, will concentrate on the three most commonly employed and widely used data sources for evaluating the effectiveness of teacher preparation programs - teaching observations, satisfaction surveys from graduates and employers (and possibly pupils), and pupil standardized test scores (e.g. employing value-added modeling). Regardless of the route into the profession the shared goal is to use good data effectively to ensure that all new teachers are well prepared to lead and teach in today’s classrooms. This project is designed to lend a constructive and informed voice based on psychological science to discussion of teacher education preparation quality.

  The task force will develop an evidence-based resource that will establish a framework to assist decision makers in:

  1. Understanding what factors one should consider when presented with designing data collection for teacher education program improvement,
  2. Working with state longitudinal data collection systems (e.g., does the system meet the threshold for quality?)
  3. Knowing how best to use quality data in program improvement.

  And to provide decision makers with:

  1. Criteria that might be employed for determining reasonable levels of validity and reliability of data.
  2. Examples of ways that institutions have used quality data for the purposes of program improvement.

  The task force met in December 2012 to begin to flesh out the report and will meet again in spring 2013. (1a, 1c, 2g, 3a, 3b, 3c, 3d, 3e)
• **BEA Panel on Precollege and Undergraduate Education**
  The Office of Precollege and Undergraduate Education (PCUE) staff worked with the BEA Panel on Precollege and Undergraduate Education during the fall to continue working on a survey on Undergraduate Study in Psychology (USP) with the goal of creating a comprehensive database similar to the APA’s Graduate Study in Psychology. The Panel will continue these discussions in 2013. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• **BEA Task Force on Psychology Major Competencies**
  The BEA Task Force submitted a draft of the revised *APA Guidelines for the Undergraduate Psychology Major* (APA, 2007) to the Board of Educational Affairs (BEA) in November. BEA enthusiastically recommended that the draft of the revised *Guidelines* be forwarded for review and comment by APA governance groups and other stakeholders in psychology. The process of review and comment will begin early in 2013. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• **BEA Working Group to Strengthen the Common Core of the Introductory Psychology Course**
  The BEA Working Group, under the leadership of Regan Gurung, PhD, of the University of Wisconsin, Green Bay, has been holding regular conference calls and updating first drafts of documents to guide their deliberations about the domains of the introductory psychology course. At the APA Convention in Orlando, FL, BEA and the APA PT@CC Committee co-sponsored a 2-hour session entitled *A Focus on Introductory Psychology: Models, Formats, Learning Outcomes, and Assessment*. When the Working Group has completed a draft of recommendations or guidelines to respond to its charge, these recommendations will be provided to BEA for review. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• **APA Designation Committee for Postdoctoral Education and Training Programs in Psychopharmacology for Prescriptive Authority (“RxP Designation Committee”), held their meeting on September 21-22, 2012. At that meeting a primary agenda item was the review of the interim reports submitted by the programs that have been designated. (1a, 1c, 2a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

• **Inter-Organizational Work Group on Competencies for Primary Care Psychology Practice**, an initiative of APA president Suzanne Bennett-Johnson, PhD, held one, two-day, face-to-face meeting on September 7-8, 2012. The charge to the group was to articulate competencies specific to the practice of psychology in primary care by updating and integrating relevant literature into a single document. A final document was completed in December 2012. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

• **Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), held their meeting on November 8-9, 2012. CRSPPP reviewed public descriptions for recognized groups and made revisions to the Proficiency Principles for Recognition document. In addition, CRSPPP also discussed plans for programming at the 2013 APA Annual Convention in Hawaii. (1a, 1c, 3a, 3b, 3c, 3d, 3e)
**EDUCATION ADOVACACY INITIATIVES**

*Education Advocacy Trust*
www.apaedat.org

- The Education Advocacy Trust (EdAT) is working to promote psychology’s full engagement in the advocacy process. EdAT has been soliciting contributions through the APA dues statement and direct communication with individuals with a stake in psychology’s education advocacy agenda.

The EdAT, which is a legal structure within the American Psychological Association’s companion organization, the American Psychological Association Practice Organization (APAPO) -- a 501(c)(6) tax status organization, received voluntary contributions from approximately 200 individuals so far this year.

The mission of the EdAT is to promote the mutual professional interests of psychologists in advancing education in psychology and psychology’s role in other areas of education through advocacy activities that cannot be conducted legally within the APA, an organization that is tax exempt pursuant to Section 501(c)(3) of the Internal Revenue Code.

*Education Government Relations Office (Ed GRO)*
www.apa.org/about/gr/education

The Education Government Relations Office seeks to increase federal support for psychology education and training and to promote the application of psychology to education.

- **New Graduate Psychology Education Program Three-Year Cycle Announced**

  On December 12th, 2012 the Health Resources and Services Administration (HRSA) announced the opening of the application process for the Graduate Psychology Education (GPE) Program. The GPE Program will be funded at $3,946,000, a $1,054,000 increase over Fiscal Year 2012 from HRSA discretionary funds. An estimated 25 grants will receive funding during Federal Fiscal Years (FY) 2013-2015, for a three-year project period, from July 1, 2013 through June 30, 2016, at an average award of $134,200 per grant with a ceiling amount of $190,000 per grant per fiscal year.

  This cycle of the GPE Program is particularly focused on the integration of doctoral-level psychology trainees in primary care to provide mental and behavioral health services to underserved communities. The program is authorized through Title VII, Sections 750 and 755 (b)(1)(J) of the Public Health Service Act. Applications were due by February 8th, 2013. Approximately eight to fourteen grants will be awarded to APA-accredited graduate training schools and programs targeting doctoral psychology students interested in clinical practice with vulnerable and underserved populations. An additional eight to fourteen grants will be awarded to state and local governments, or other appropriate public or private nonprofit entities, with APA-accredited pre-degree internships for students enrolled in a doctoral psychology program. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Mental and Behavioral Health Education and Training Grant (MBHETG) Program (Health Resources and Services Administration)**

  As a result of Education Government Relations Office’s successful advocacy efforts to include psychology education and training in the Affordable Care Act, the Health Resources and Services Administration announced awards through the new Mental and Behavioral Health Education and Training Grant (MBHETG) Program, eleven APA accredited programs were awarded a total of more
than $3.6 million. This program’s purpose is to strengthen clinical field competencies and increase the number of psychologists who pursue clinical work with high need and high demand populations, such as rural, vulnerable, and/or the underserved, and veterans, military personnel and their families. This new grant program presents an excellent opportunity for psychology to benefit from an infusion of new funding in a very tight federal fiscal environment. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Garrett Lee Smith Memorial Act (GLSMA) Reauthorization (Campus Suicide Prevention Program)**
  Education Government Relations Office (Ed GRO) staff continued to actively support the Garrett Lee Smith Memorial Act (GLSMA) Reauthorization through the completion of the 112th Congress. Initially introduced by four Senators, the bill garnered the support of 16 Senators. No further action was taken on the bill last session. Ed GRO staff is working very closely with primary sponsor Senator Jack Reed’s (D-RI) office to get the bill reintroduced in the next few weeks. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Elementary and Secondary Education Act (ESEA) Reauthorization**
  Ed GRO staff is currently placing a renewed effort and focus on updating and strengthening these recommendations for the improvement or reauthorization of ESEA. Ed GRO will continue to serve in a leadership role coordinating these ESEA efforts across the Association, working in close partnership with Public Interest GRO, (PI GRO) as well as Science and Practice GROs to promote psychology’s changes to ESEA. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Education/Public Interest GRO Joint Advocacy Curriculum**
  In mid-October, Ed GRO staff and PI GRO staff completed their Interactive Classroom videotaping of five advocacy training modules. The modules include an introduction to federal advocacy, a review of the three branches of government, sessions on effectively influencing the legislative process, and how to get more involved in advocacy through political activities. The modules are expected to be online through the APA CE Office in early 2013. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Higher Education Mental Health Alliance (HEMHA) Coalition Partnership**
  Ed GRO, in partnership with Division 17: Society of Counseling Psychology and the Practice Directorate, has been working with HEMHA. HEMHA members include a number of other APA members who participate representing different organizations. HEMHA has completed work on a new resource—“Balancing Safety and Support on Campus: A Guide for Campus Teams”. Ed GRO will continue to work in partnership with support from APA Practice Organization (APAPO) to promote this useful document and advance the expertise of HEMHA on relevant federal policies. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

Center for Psychology in Schools & Education (CPSE)
www.apa.org/ed/schools

The Center for Psychology in Schools and Education promotes the high quality application of psychology to programs and policies for schools and education.

- **Golden Psi Award**
  This CPSE project came out of a working group session at BEA consolidated meetings in March 2011 with the idea of developing an APA award to be given to a school that demonstrates psychologically based practices in contributing to positive educational outcomes. Task Force members were selected based on their expertise in one or more of the following areas: school research and policy, teaching and learning, child and adolescent development, diverse learners, and selection methodology and development. The Task Force clarified the characteristics or outcomes associated with successful learning environments, focusing on academic and social-emotional domains that served as the foundation for developing the selection criteria that schools are required to complete as part of their application.

  For the 2013 award, applications from the Western Region (which included AK, CA, HI, NV, OR and WA) were received in November 2012. The selection committee is in the process of selecting the winning school, which will be announced in February of 2013. The school will be presented a $1,000 check and award plaque on-site at the end of the academic year, and an award notice will be posted at the annual convention at the education directorate booth. (1a, 1c, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **Top Psychological Principles for K-12 Education**
  A set of psychological principles were identified by the Coalition for Psychology in Schools and Education that are significant contributors to the K-12 classroom and for teacher education. These topics include: Student Thinking and Learning; Assessing Student Progress; Student Motivation; Classroom Management; and Interpersonal Relationships. Each topic has a number of specific principles each of which will be written as a 1-page narrative to provide both an explanation as well as classroom implications. These topics will be used as the basis for future articles on teacher practice as well as be linked together to create an online brochure to be used as a resource. (1a, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **K-12 Behavioral Social Science Education**
  Rena Subotnik, PhD, is representing the Education Directorate and Steve Breckler, PhD, is representing the Science Directorate in an on-going working group established by the National Research Council (NRC) on the teaching and learning of the social and behavioral sciences (SBS) in K-12 education. This working group facilitates collaboration and communication between experts in the educational field and gathers information to develop short-term and long-term strategies aimed at strengthening the scope, content, and rigor of SBS in K-12 education. Among other activities, the group may serve to generate related NRC sponsored workshops or consensus studies on the teaching and learning of SBS in K-12 education. The group would also serve as a vehicle through which APA could coordinate activities related to strengthening SBS in K-12 education. (1a, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)
The Office of Precollege and Undergraduate Education advances psychology in secondary schools, community colleges, and undergraduate programs by providing information, linkages, resources, funding, and professional development to faculty, students, and the general public.

**Programming at the 2012 APA Convention**

The APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) sponsored five hours of programming at the APA Convention in Orlando, FL. The TOPSS Invited Speakers and presentation titles were:

- Derald Wing Sue, PhD, Teachers College, Columbia University (*Microaggressions in the Classroom: Manifestation, Dynamics and Impact*)
- Michele Ybarra, MPH, PhD, Internet Solutions for Kids, Inc. (*Pitfalls and Opportunities for Growing up in the Digital Age*)
- Beverly Daniel Tatum, PhD, Spelman College (*The Lee Gurel Lecture: Connecting the Dots: How Race in America’s Classrooms Affects Achievement*).

Two panel discussions were also held, one on *The Hidden Curriculum: Non-Academic Determinants of Academic Success*, featuring Heather Bullock, PhD, University of California, Santa Cruz; Laura Smith, PhD, Teachers College, Columbia University, and Frank Worrell, University of California Berkeley; and one on *Talking About Race & Ethnicity: Crucial, but Difficult*, featuring Elliot Hammer, PhD, Xavier University of Louisiana; Kimberly Patterson, MS, EdS, Cypress Bay High School, Weston, Fla.; and Beverly Daniel Tatum, PhD, Spelman College. Two of these talks, in addition to five other Convention sessions, were videotaped and posted to the APA Web site for teachers to view, thanks to funding provided by the American Psychological Foundation (APF). The Education Directorate and TOPSS also sponsored a reception in celebration of the TOPSS 20th anniversary. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

The APA PT@CC Committee also sponsored five hours of Convention programming. Sessions included symposia on *The Community College Experience; Contemporary Issues on Lesbian, Gay, Bisexual, and Transgender Concerns; Introductory Psychology: Models, Formats, Learning Outcomes and Assessment; and Special Challenges Facing College Students: First Generation Status and Poverty*. Elizabeth Yost Hammer, PhD, Xavier University, presented the 2012 Diane Halpern Lecture on the topic of *Meta-studying: Teaching Metacognitive Strategies to Enhance Student Success*. PT@CC and Psi Beta co-sponsored an Awards Ceremony and Reception in celebration of PT@CC’s 10th anniversary. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

**APA Convention Award Program for High School Psychology Teachers and Students**

The Office on Precollege and Undergraduate Education coordinated a new APA Convention Award Program for High School Psychology Teachers and Students, generously supported by funding allocated by APA President Suzanne Bennett Johnson. Six high school psychology teachers each received funding to attend the 2012 APA Convention with between two and four of their high school psychology students. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)
**Psychology Teacher Network (PTN) newsletter**
Staff produced and distributed two issues of the *Psychology Teacher Network* (PTN) newsletter. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**Online Psychology Laboratory (OPL)**
PCUE staff, with support from APA Information Technology Services (ITS), are working with a new OPL Editor, Sue Frantz, of Highline Community College. In addition to making important updates to the OPL Web site (http://opl.apa.org), PCUE has several goals for OPL in 2013 including expanding the offerings on the OPL Web site and creating a research manual for teachers who want to use OPL in their classes. (1a, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**PRECOLLEGE INITIATIVES**

**TOPSS Unit Lesson Plans**
The Education Directorate and the APA TOPSS Committee published two new TOPSS unit lesson plans, on *Biological Bases of Behavior* and *Life Span Development*, for high school psychology teachers. The unit plans each contain a content outline, resources and activities. The unit plans are available at http://www.apa.org/ed/precollege/topss/lessons/index.aspx and limited hard copies are also available. The unit plan revisions were supported through a grant from the American Psychological Foundation. Revisions of other unit plans continued through early 2013, with additional new units due for publication this year. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**Videos for Psychology Teachers Available Online**
With support from a grant from the American Psychological Foundation (APF), the Education Directorate posted seven videotaped sessions from the 2012 APA Convention online for psychology teachers to view. The videos were selected for their relevance to teaching, and include the following speakers:

- David Buss, PhD, on *Why Students Love Evolutionary Psychology . . . and How to Teach It*
- Christine Chiarello, PhD, on *Brain Organization for Language: It’s All in the Network(s)*
- Elizabeth Yost Hammer, PhD, on *Meta-studying: Teaching Metacognitive Strategies to Enhance Student Success*
- Kenneth D. Keith, PhD, on *A Letter to Teachers: William James, H. B. Alexander, and Me*
- Daniel L. Schacter, PhD, on *The Seven Sins of Memory: An Update*
- Derald Wing Sue, PhD, on *Microaggressions in the Classroom: Manifestation, Dynamics and Impact*
- Beverly Daniel Tatum, PhD, on *Connecting the Dots: How Race in America’s Classrooms Affects Achievement*

**Exhibit Booth at the National Council for the Social Studies Conference**
PCUE staff coordinated an exhibit table at the National Council for the Social Studies annual conference, held in Seattle, WA. The table featured APA and TOPSS resources for teachers. Staff also coordinated a reception for teachers at the conference. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

**National Survey of High School Psychology Teachers**
In December 2012, an executive summary of a national survey of high school psychology teachers, conducted between December 2011 and March 2012, was posted online. The purpose of this survey was to (1) gather information on who is teaching high school psychology across the United States, (2) assess teachers' knowledge of various resources and opportunities available through APA, and (3)
assess the professional development needs of high school psychology teachers. The survey requested information on: demographic characteristics, preparation and training, resources and opportunities, classroom issues, future trends and professional development needs. The survey was supported by a grant from the American Psychological Foundation, through generous support from Lee Gurel, PhD. (1a, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

  The TOPSS Committee announced a *Resource Manual for New Teachers of High School Psychology*. The purpose of this document is to present new teachers with some resources and helpful suggestions from teachers with many years of teaching experience. The resource manual includes information on how to get started, selecting a textbook, organizing the course, lesson planning, activities, ethics, and maintaining your health (stress and coping). The manual, which is available online at [http://www.apa.org/ed/precollege/topss/resource-manual.aspx](http://www.apa.org/ed/precollege/topss/resource-manual.aspx), also includes resources for teachers, including Web sites and print materials. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

**TWO AND FOUR-YEAR COLLEGE INITIATIVES**

- **Regional Officers Meeting at the Education Leadership Conference (ELC)**
  The Education Directorate convened a meeting of representatives from the regional psychological associations and the Honor Societies in psychology, Psi Chi and Psi Beta, at ELC. These leaders provided updates on their organizations and some of their concerns, and discussed planning for programming at the 2013 annual meetings. In addition, as a follow up to a request made in 2011 for observer status at meetings of the Council of Representatives, the regional officers submitted letters asking for further consideration of this request by the Board of Directors at its December 2012 meeting. The Board of Directors is sending an item to Council for consideration at its February 2013 meeting. Council is being asked to consider a motion to provide observer status on Council to the seven regional psychological associations. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Psychology Department Program (PDP)**
  PCUE is working to expand the APA PDP for 2012-2013. The PDP bolsters APA’s support of psychology departments (especially those in smaller colleges) by providing a single location to tap APA’s education benefits. This program is available for purchase at an annual cost of $300 and includes a package of new teaching and advising publications, newsletter subscriptions, three complimentary student affiliate memberships, and access to its varied education resources. (1a, 1b, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Committee of Psychology Teachers at Community Colleges (PT@CC)**
  PT@CC continued to work on several initiatives including updates to a resource guide on IRBs, and two new publications that will be completed in 2013. The new PT@CC publications include a distance learning resource guide for online psychology teachers and a guide to setting up a psychology laboratory at a community college. PT@CC also proposed a new teaching award to recognize the contributions of community college faculty to the scholarship of teaching and learning at a 2-year college or campus. The first award will be given in 2013. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**MEETINGS AND OUTREACH INITIATIVES**

- **On September 26, 2012, PCUE Director Robin Hailstorks, PhD, attended a meeting of the Disciplinary Society and Educational Association (DSEA) Alliance that was held at the American**
Society of Microbiology. The purpose of the meeting was twofold: 1) to welcome Dr. Kelly Mack, the new Executive Director for Project Kaleidoscope; and 2) to provide an update on the Sustainability Improves Student Learning in STEM (SISL in STEM) initiative, a project that leverages the influence of 11 STEM disciplinary societies to contextualize STEM teaching and learning in terms of 21st century sustainability challenges. APA is one of the eleven disciplinary societies participating in SISL. Over 50 members of partnering societies are working in six project teams to build a community of professional societies through SISL that will prepare undergraduate students to address “Big Questions” related to societal challenges such as energy, air and water quality, and climate change. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- On October 5-7, 2012, Dr. Hailstorks was invited to participate in the Supporting Community College Faculty Across the STEM Disciplines project that brought together 25 educators representing 13 disciplines to address the isolation of community college instructors and their lack of engagement with disciplinary societies and NSF-funded projects. The materials created at the workshop are hosted on the Science Education Resource Center web site at Carleton College. The materials include links to existing resources to improve undergraduate education as well as share information that can be used by faculty representing the various disciplines. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- On October 22, 2012, PCUE staff attended a meeting at the Council of Chief State School Officers building to review a draft framework of “core standards” for social studies and to discuss APA’s National Standards for the High School Psychology Curricula. (1a, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- On November 10, 2012, Dr. Hailstorks gave a presentation at the Association of American Colleges and Universities (AAC&U) Network on Academic Renewal Meeting that was held in Kansas City, Missouri. The theme for this conference was Next Generation STEM Learning: Investigate, Innovate, and Inspire. This presentation was given during a workshop on the Sustainability Improves Student Learning (SiSL) project, an initiative that leverages the work of APA and 10 other disciplinary societies to promote sustainability issues through six project teams. SiSL is a three-year grant project that is coordinated by AAC&U and funded by FIPSE. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Hailstorks attended the 35th annual National Institute on the Teaching of Psychology (NITOP) in St. Petersburg Beach, Florida. APA sponsored a presentation by Jane S. Halonen, PhD, Dean, College of Arts and Sciences at the University of West Florida. Dr. Halonen presented an address Are There Too Many Psych Majors? based on her work with colleagues in the State of Florida and APA staff. APA also sponsored an exhibit of publications and teaching resources. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Hailstorks attended the Association of American Colleges and Universities (AAC&U) conference in Atlanta, GA in January 2013. (1a, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

Office of Graduate & Postgraduate Education & Training (GPET)
www.apa.org/ed/graduate

The mission of the Office of Graduate and Postgraduate Education and Training is to advance the quality and public understanding of graduate and postdoctoral education and training in preparation for careers in teaching, research, and applications of psychology as a scientific discipline and profession.

- The 2012 Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists was given to St. John’s Child and Family Development
Center. BEA Chair Michael Roberts presented the award during the Division 37: Society for Child and Family Policy and Practice social hour in Orlando. (1a, 2a, 2g, 3a, 3b, 3c, 3d)

- The 2013 edition of the *Graduate Study in Psychology* publication went on sale at the APA Convention in Orlando. The online edition was released later in August. Due to staff recruitment efforts, this edition contained more than 30 new and just fewer than 600 returning departments, with the goal of making Graduate Study an even more valuable resource to potential graduate students. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- The BEA Innovation Award was presented to The University of Denver Graduate School of Professional Psychology Internship Consortium. This group was the 2010 award recipient of the Innovation Award. The award was presented by Catherine Grus, PhD, Deputy Executive Director in November 2012 in a ceremony held at their university. The award also includes a stipend of $2,500. (1a, 2b, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- The BEA winners of the 2012 Conference Grants are the University of Maryland at College Park for $1,985 and Council of Directors of School Psychology Programs (CDSPP) for $2,000. These grants support conferences and workshops on graduate and postdoctoral education and training in psychology to enhance the quality of teaching and learning outcomes. (1a, 3a, 3b, 3c, 3d, 3e)

- On behalf of APA, Dr. Cathy Grus hosted Courageous Conversations II (CCII), a meeting of training council which met December 1, 2012. The topic of discussion was the imbalance between the number of available internship positions listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match and the number of applicants seeking internships is a significant issue for professional psychology. The focus of this meeting was to discuss what actions can be implemented by key professional psychology groups to address the imbalance. (1a, 3a, 3c, 3d, 3e)

- Dr. Grus attended the annual meeting of the Association of College Counseling Centers and Training Agencies (ACCTA) in Baltimore, MD where she provided an overview of Education Directorate activities. The keynote presentation was on the work of the Health Service Psychology Education Collaborative (HSPEC). (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Grus attended the board and membership meetings of the Association of State and Provincial Psychology Boards in October held in San Francisco, CA. This afforded opportunity for further discussion of topics such as competency assessment, promoting quality competency-based supervision and APA/CPA accreditation as the standard for education and training and licensure. (1a, 2b, 2f, 2g, 3a, 3c, 3d, 3e)

**Office of Continuing Education in Psychology (CEP)**

www.apa.org/ed/ce

The Office of CEP continues to offer, expand, and initiate new programs and products to support the professional development of psychologists. APA offers live workshops at its annual convention, national webcasts, and independent study through online, DVD, CD, book-based, and journal-based programs. In addition, the CEP Office sponsors workshops offered by APA offices and divisions and external groups (e.g., regional psychological associations).
2012 APA Annual Convention

CEP offered 69 workshops at convention in August, and an additional 268 CE sessions. The office works with the Continuing Education Committee (CEC) which is responsible for reviewing programs to assure their compliance with the APA guidelines for CE in psychology.

- **Unlimited CE at Convention**
  The CEP Office, again, offered “Unlimited CE credit” for CE Sessions held at convention. Convention registrants paid a single flat fee ($65 for members who registered in advance) to receive CE credits for as many of the convention CE sessions as they attended. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **CE Session Recordings**
  This year the CEP Office video recorded over 50 hours of CE sessions at convention and re-purposed them as online CE programs after the convention. These session recordings effectively double the number of online CE programs available through APA. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Clinician’s Corner Workshop Series and Webcast**
  The Clinician’s Corner is a series of 3-hour workshops that features leading practitioners and scholars working in key areas of professional practice. Workshops are held on-site at the APA building in Washington, DC and webcast for online participation. A total of 15 workshops were held in 2012. All programs were subsequently converted to video on-demand CE programs, and are tablet/iPad accessible. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- The 2013 Independent Study Programs supplement was released as an insert in the January issue of the APA Monitor on Psychology. Available in this format are more than 250 opportunities for psychologists to expand their skills while earning CE credits through a wide range of topics and in a variety of formats:
  - Article-Based Exams
  - Book-Based Exams
  - Clinician’s Corner Online Workshop Recordings
  - APA Convention CE Recordings
  - DVD Series Exams
  - End-of-Life Programs
  - Interactive Classroom Programs
  - APA Online Academy
  (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **APA Professional Development Training Institute**
  The APA Office of Continuing Education in Psychology (CEP) is hosting a two-day Professional Development Training Institute (PDTI), April 2013. Presented by notable scholars and leading practitioners in the field, the Institute will provide ample opportunity for workshop participants to delve into one of three tracks — complex trauma treatment, death/loss/bereavement, or psychodiagnosis and the DSM-5 — and explore ways in which to adapt the material to their individual work settings. In addition, all participants will attend a workshop on ethics and the law. Presenters will conduct a follow-up webcast one month later to enhance the translation/application of learning into the individual workplace.
All participants will receive 20 CE credits with full participation in the Institute which includes:

- Intensive training
- Materials and resources accompanying each program
- Daily complimentary breakfast and lunch
- An evening “welcome” reception

This institute has already sold out. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

**QUALITY ASSURANCE IN EDUCATION AND TRAINING**

*Continuing Education Sponsor Approval (CESA)*


The Office of CE Sponsor Approval was created by APA to facilitate psychologists’ access to CE programs. It is the function of this office to oversee the process of organizations seeking to become APA-approved sponsors and offer CE to psychologists.

- The Continuing Education Committee (CEC) approved 33 new organizations as sponsors of continuing education at its November 2012 meeting. There are currently 780 APA-approved sponsors. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The revised *Policies and Procedures Manual* was approved by the Council of Representatives in August and made available to APA-approved sponsors. It is available online at [http://www.apa.org/ed/sponsor/about/policies/policy-manual.pdf](http://www.apa.org/ed/sponsor/about/policies/policy-manual.pdf). (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The CEC, in conjunction with the newly formed CEC Advisory Group, has been reviewing and making modifications to their policies, procedures, and technical assistance to enhance the clarity of information available to existing and potential sponsors. The CEC regularly devotes an extra day during their regular meeting to discuss policy issues, including best practices in continuing education and the implications of policies being considered by the association. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The CEC is working with the CE Sponsor Approval Office to collect and disseminate data about continuing education for psychologists. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- In an effort to promote outreach the CEC offered *Advancing Best Practices in Continuing Education*, a program designed for APA-approved sponsors was offered at APA Convention on August 2, 2012. The Committee will offer a program at the 2013 Convention focusing on Educational Assessment. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

*Office of Program Consultation & Accreditation (OPCA)*


The Office of Program Consultation and Accreditation assists the Commission on Accreditation (CoA) in its activities related to the accreditation of doctoral programs, internships, and postdoctoral residencies in professional psychology. This office publishes lists of accredited programs; consults with programs considering application, as well as those already accredited; conducts research to support accreditation;
assists with development of guidance documents to support the accreditation process; and represents the CoA at national meetings on accreditation.

- The 2012 CoA held one program review meeting during this reporting period (October 18-21, 2012). The meeting also provided time for discussing current policy issues and continuing projects in work groups. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- At the end of this reporting period, there were 929 accredited programs in professional psychology: 375 doctoral programs (235 clinical, 69 counseling, 63 school, and 8 combined), 475 internship training programs, and 79 postdoctoral residency training programs (42 traditional and 37 specialty practice area). (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- At the October program review meeting, the CoA reviewed 69 programs for initial and continued accreditation. Initial accreditation was granted to 3 doctoral programs, 7 internship programs and 3 postdoctoral residency programs. (1a, 1b, 1c, 2b, 2e, 3a, 3c, 3d, 3e)

- The CoA also reviewed all accredited programs’ annual report submissions that were due in September. For doctoral programs, the review also included analysis of student achievement outcomes described in Section D of the Implementing Regulations. Outlier programs were asked to explain their data and articulate a plan to remedy any difficulties. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- Additionally, as part of the review of annual report submissions, the CoA contacted all programs that did not fully complete the 2012 Accreditation Annual Report Online (ARO) during the original 3.5-month period from June through September 2011. Programs were provided an additional opportunity to complete the ARO and the database was re-opened for accredited programs from November 26, 2012 through January 4, 2013. This is an important annual compliance requirement for programs. The CoA switched to a new online platform for the ARO this year and accreditation staff are currently evaluating the system’s effectiveness and continuing to work with APA ITS and the external vendor on improvements for 2013. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- During the 2012 APA convention, the leadership of CoA held a two-hour open forum discussing the Roadmap to Revision of the G&P. At this sessions, member of all communities of interest were welcome to provide CoA with feedback on the plan as well as some feedback on the questions that were to be used to structure discussions of potential changes. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The CoA continued its process to lay the groundwork for revising its Guidelines and Principles for Accreditation (G&P). The CoA designed an iterative process of four phases that will rely on input from all of the CoA’s communities of interest.

- The first set of general questions, along with level-specific questions (doctoral, internship, and postdoctoral residency), were posted for 90 days of public review and comment in mid-August. The comments received from the first phase remain available for viewing at http://apaoutside.apa.org/AccredSurvey/Public/.

- At the fall meeting, CoA reviewed more than 400 pages of comments received from the public on the first phase of questions for the review and revision of the G&P. Each of the CoA’s policy groups (doctoral, internship, and postdoctoral) analyzed the comments and drafted follow-up questions that were opened for public comment on November 30, 2013. Phase two comments will
remain available for public review and comment until June 1, 2013 at http://apaoutside.apa.org/AccredSurvey/Public/.

• During the first half of 2013, CoA members are scheduled to meet with a number of its communities of interest at scheduled meetings during the second phase of review. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• With the assistance of accreditation staff members, members of the CoA conducted accreditation workshops at APA Convention (Orlando, FL) and at the Association of Counseling Center Training Agencies annual conference (Baltimore, MD). Members of the CoA also conducted self-study workshops in Los Angeles and Palo Alto for a total of 70 individuals interested in applying for internship accreditation. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• The APA Board of Directors approved revisions to the Accreditation Operating Procedures (AOP) to allow for an accreditation “eligibility” status and a new accredited status of “accredited, on contingency” for internships and postdoctoral residencies. Accreditation staff continue to work towards accepting applications for these statuses early in the second quarter of 2013. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

• On November 20, 2012, CoA appeared before the Council for Higher Education Accreditation’s (CHEA) Committee on Recognition, the body charged with making a recommendation on continued recognition of the CoA to the CHEA Board of Directors. The review was based upon the CoA’s petitions for eligibility and recognition, supporting evidence, and an observation visit held during the CoA’s July 2012 meeting. The CoA was one of the first accrediting agencies to undergo re-recognition under CHEA’s revised 2010 standards. The CHEA Board of Directors made a final decision to rerecognize CoA as an accrediting body at the board’s January, 2013 meeting. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)
In addition to providing legal advice to APA, the OGC continued to advance APA’s interface between psychology and law from August 2012 through January 2013 in the following ways:

**Amicus Involvement:** (3a, 3b, 3c)

1. The OGC worked closely with the Committee on Legal Issues, APA directorates, relevant governance bodies, psychological experts, and outside legal counsel to prepare and file an *amicus* brief in the US Supreme Court in *Fisher v. University of Texas at Austin*. At issue is whether the US Supreme Court’s decisions interpreting the Equal Protection Clause of the Fourteenth Amendment, including *Grutter v. Bollinger*, 539 U.S. 306 (2003), permit the University of Texas at Austin’s use of race in undergraduate admissions decisions. The case concerns Abigail Fisher, a white Texas resident who filed this lawsuit after she was denied admission to the Univ. of Texas at Austin (hereafter referred to as UT). She argued that UT’s consideration of race as a factor in its admissions policy discriminated against her because of her race: under the policy, she contended, minority students with less impressive credentials had been admitted instead of her.

   The last time the Court issued a ruling on affirmative action, in 2003, the justices in a 5-4 decision upheld the University of Michigan Law School’s limited use of race in its admissions policies to increase diversity (*Grutter v. Bollinger*). In that decision, the Court held that racial diversity in higher education qualified as a compelling governmental interest. (APA filed an amicus brief in that case consistent with APA policies contained in its Resolution on Affirmative Action and Equal Opportunity and other APA policies on ethnic minority retention. APA’s brief put forth research findings in support of the University of Michigan’s position.)

   Since 1998, most of the slots in the UT’s freshman class have been filled using a program that does not consider the applicant’s race: the Top Ten Percent Plan, which automatically admits any Texas resident who graduates from high school in the top ten percent of his/her class. For several years, university officials did not consider the applicant’s race to fill the remaining slots in the class; instead, they looked at factors such as academic performance, essays, leadership qualities, and work experience. After the Court’s 2003 decision in *Grutter*, the Regents of the University of Texas system modified the admissions policy, authorizing each school to decide whether to consider an applicant’s race. In 2004, UT modified its undergraduate admissions policy to include consideration of an applicant’s race.

   A three-judge panel of the U.S. Court of Appeals for the Fifth Circuit unanimously affirmed in 2011 that UT’s policy is within the holdings of *Grutter*. The Fifth Circuit agreed with UT, as did the trial judge in Austin, whose ruling observed that “as long as *Grutter* remains good law, UT’s current admissions program remains constitutional.” But *Grutter’s* longevity has been in doubt since its author, Justice Sandra Day O’Connor, was succeeded by Justice Alito, who joined the court’s four other conservatives in a 2007 ruling that forbade public-school districts from promoting diversity through race-conscious pupil-assignment plans (*Parents v. Seattle School District*). APA filed an amicus brief in that case as well.
The Petitioner’s primary argument is that it is unconstitutional for UT to use race as a factor in its admissions program because the University’s pre-existing race-neutral approach (i.e., the Top Ten Percent Plan), is fully capable of meeting any educational interest in achieving a diverse student body. While Fisher’s attorneys argue that UT’s discrimination goes beyond what was allowed in *Grutter* (in which the Court allowed limited use of such preferences), they also argue that if the Texas plan satisfies the U.S. Supreme Court’s analysis in the *Grutter* decision, then the Court should reconsider that ruling.

APA’s brief, in support of University of Texas at Austin, was filed on Aug. 13, 2012. Many of the topics addressed by APA in *Grutter*, (e.g., studies/research demonstrating that diversity in higher education promotes harmonious and productive intergroup relations) are also addressed in *Fisher*. APA’s brief presents scientific evidence supporting the overarching principle that institutions of higher education should be permitted to employ race-conscious admissions practices to promote the many educational benefits for all students associated with campus diversity. The scientific conclusions set forth in the brief are grounded in 79 peer-reviewed studies on campus diversity. Nearly all of these studies have been conducted or published since the Court’s decision in *Grutter* in 2003.

APA argues that the compelling governmental interest in promoting diversity in higher education has not changed since *Grutter*. The brief further states that a) underrepresentation of minority groups inhibits academic performance, fosters prejudice and hinders cognitive function; and, b) subconscious racial bias continues to interfere with the effective education of nonminority students. APA’s brief explains how the curative benefits of diversity in higher education require a critical mass of students from different backgrounds. Further, the brief addresses how admissions policies that increase campus diversity continue to advance the government’s interests because a) increased racial diversity improves intellectual and academic performance for minority and nonminority students, and b) diversity in higher education improves civic engagement and professional competency.

Oral arguments were heard on October 10, 2012. A decision is pending.

2. The OGC coordinated the review, development and filing of an amicus brief in the US Court of Appeals for the Second Circuit in *Windsor v. US*. This lawsuit is a challenge to the constitutionality of Section 3 of the Defense of Marriage Act (DOMA), the section that defines the terms 'marriage' for all federal purposes, as "a legal union between one man and one woman as husband and wife" and 'spouse' as "a person of the opposite sex who is a husband or a wife." Section 3 prevents the federal government from recognizing the marriages of same-sex couples who are legally married in their own states and restricts the federal government from granting such couples any federal benefits it provides to opposite-sex married couples.

3. In this case, Edie Windsor and Thea Spyer shared their lives together as a couple in New York City for over 40 years. They were married in Canada in 2007. Spyer died in 2009, at which time New York legally recognized same-sex marriages performed in other jurisdictions. After Spyer’s death, Windsor was required to pay more than $363,000 in federal estate taxes on her inheritance. If federal law accorded their marriage the same status as heterosexual marriages recognized by their state, she would have paid no taxes. She challenged Section 3 of DOMA, which limits federal recognition of marriage only to opposite-sex marriages.

In February 2011, President Obama and Attorney General Eric Holder concluded that Section 3 of DOMA is unconstitutional and inappropriate to defend. Thereafter, the Bipartisan Legal
Advisory Group (BLAG) intervened on behalf of the leadership in the U.S. House of Representatives to defend DOMA. Plaintiff moved for summary judgment in June of 2011, and New York Attorney General Eric Schneiderman filed a brief supporting Windsor’s claim in July 2011, arguing that DOMA Section 3 cannot survive the scrutiny used for classifications based on sex and constitutes “an intrusion on the power of the state to define marriage.” On Aug. 1, BLAG filed its brief seeking summary judgment on the grounds that marriage is not a fundamental right and that classification based on sexual orientation is not subject to heightened scrutiny. On June 6, 2012, Judge Jones ruled that, based on rational basis review, Section 3 of DOMA is unconstitutional as applied in the case as it violated plaintiff’s rights under the Equal Protection Clause of the Fourteenth Amendment and ordered Windsor receive the tax refund due her. The Justice Department filed a notice of appeal in June 2012, despite its approval of the ruling, to facilitate BLAG's defense of the statute. BLAG filed a motion to dismiss the DOJ’s Second Circuit appeal on July 19, claiming that DOJ lacks standing because it prevailed in the District Court. Windsor’s attorneys filed a petition of certiorari before judgment with the Supreme Court. The DOJ replied to BLAG’s motion to dismiss on Aug. 3, asserting (1) its standing as an "aggrieved party" because the District Court’s stay prevents DOJ from taking steps to cease enforcement of Section 3 of DOMA, and (2) that its participation ensures consideration of the constitutional issue if the Second Circuit or the Supreme Court determines that BLAG lacks standing.

APA’s brief to the Second Circuit Court, in support of Windsor, was joined by the American Psychiatric Association, the National Association of Social Workers (and its New York City and State Chapters), the American Academy of Pediatrics, the American Psychoanalytic Association and the New York State Psychological Association. The brief is similar to the briefs APA previously filed in the U.S. Court of Appeals in the First Circuit (Gill v. Office of Personnel Management) and in the U.S. Court of Appeals for the Ninth Circuit (Golinski v. Office of Personnel Management).

APA’s brief applied social science research to rebut some of the justifications offered for the prohibition in Section 3 of DOMA of any federal recognition of the marriages of same-sex couples. Those justifications, involving procreation, the welfare of children and the like, are closely similar to those offered in cases defending states’ refusal to allow same-sex couples to marry. The Windsor amicus brief provided extensive psychological research on key points, including how homosexuality is a normal expression of human sexuality, is generally not chosen, and is highly resistant to change. Also provided was current scientific research on the nature of same-sex relationships, the role of child-rearing, and the stigma resulting from denying the label "marriage" to same-sex unions. For example, the brief cited psychological research showing that gay and lesbian parents are not any less fit or capable than heterosexual parents, and that their children are not less adjusted. The brief also addressed how denying federal recognition to legally married same-sex couples stigmatizes them.

Oral arguments were heard Sept. 27, 2012. On Oct. 18, 2012, the Second Circuit Court of Appeals upheld the lower court’s ruling that Section 3 of DOMA is unconstitutional. In a 2-1 opinion, the Second Circuit became the first federal appeals court to hold that laws that classify individuals based on sexual orientation should receive a more exacting level of judicial review, known as "heightened scrutiny." Prior to the ruling by the Court of Appeals, the DOJ filed its own petition for certiorari before judgment with the US Supreme Court. After the appellate ruling on October 18, the parties filed supplemental briefs. On December 7, 2012, the US Supreme Court granted certiorari in the case, now US v. Windsor, accepting the DOJ's petition. The Court will hear oral argument in the case in March 2013. APA will be filing an amicus brief to be joined by several other co-amici.
Planning for 2013 APA/American Bar Association National Conference Addressing Violence: (3a, 3b, 3c, 3d, 3e)

The American Bar Association agreed to join with APA to plan and implement a National Continuing Education Conference, *Addressing the Unspeakable: Confronting Family and Community Violence – The Intersection of Psychology and Law*. The conference will take place at the Marriott Washington Wardman Park in Washington DC, October 2-5, 2013. The APA Board of Directors approved this cosponsorship.

The three-day conference will include plenary and invited sessions addressing the broad range of issues related to the exposure of children, youth, and families to violence in and around the home, community, and society. Some topical themes or tracks for the conference will include juvenile justice; child maltreatment and adolescent health and welfare; domestic violence; bullying or violence in schools, gangs or neighborhoods; and media violence.

Input has been sought, and will continue to be sought, from relevant APA governance groups. The Conference Planning Committee convened meetings in December 2012 and January 2013 to address program planning. A *Save the Date* notice will be distributed during the months of February and March 2013.

This conference builds on recent national efforts to address the effects of violence on children, youth, and families, including the Attorney General’s Defending Childhood Initiative. We believe the conference will have broad appeal to psychologists, lawyers, judges, legal scholars, and others interested in the role of the law and psychology in supporting healthy children, youth and family functioning in a safe society.

Since the first APA/ABA National Conference in 1997, APA and ABA have effectively collaborated in the development and co-sponsorship of five highly successful CE/CLE joint conferences addressing important issues of mutual interest to our respective disciplines. The October 2013 conference is a natural continuation of our collaboration.

Committee on Legal Issues: (1c, 3c, 3d)

The nine-person Committee on Legal Issues (COLI) continued to review and issue comments and recommendations on proposed guidelines, policies, reports and other proposed action by APA in order to identify potential legal implications.

Additionally, COLI addressed current and pending Committee projects including, but not limited to, the following:

1. Revision of a frequently used COLI-authored document provided to psychologists addressing how to respond to a subpoena,

2. Development of a video primer on responding to subpoenas with the Ethics and CEP offices,

3. Further development of the APA Judicial Ambassadors program, and

4. Proposals for future APA/ABA collaboration in addition to the APA/ABA National Conference to occur in October 2013 addressing issues associated with family and community violence.
Continuing Education Programming: (3b, 3d, 3e)

The Committee on Legal Issues offered two continuing education sessions at the August 2012 APA Convention in Orlando, Florida, as follows:


2. A COLI-sponsored CE symposium titled *Adolescent Culpability and the Supreme Court: Challenges to the Use of Social Science in Advocacy*. This session addressed the brief that APA filed in *Miller v. Alabama* and *Jackson v. Hobbs*. 
Governance Affairs

Nancy Gordon Moore
Executive Director
DIVISION SERVICES OFFICE

Division Services Office (DSO) staff supports the work of the Committee on Division/APA Relations (CODAPAR) and the Policy and Planning Board (P&P). In addition, Division Services provides administrative management services to 37 APA divisions and 6 division sections under contractual arrangements with APA. During the past six months:

(1a) Division 40, Clinical Neuropsychology, is in the process of changing its name. The new name will be Society for Clinical Neuropsychology. The Division 40 membership has already voted to approve the new name and notice has been sent out to existing divisions and members of the Council of Representatives informing them of the proposed change. A 60-day period of review and comment will end on April 1, 2013. The name change will be effective on that date if no objections have been received.

(1a) (2b, c) CODAPAR announced the recipients of the 2013 Interdivisional Grants as approved by the APA Board of Directors. The listing below provides information on the divisions involved, amount awarded and the abstract submitted for the proposal review:

Coaching Psychology Competency Project ($5,000) Divisions 13 and 14
Divisions 13 (Consulting Psychology) and 14 (Society for Industrial and Organizational Psychology) are collaborating on a project to develop a competency model for the practice of coaching psychology. This project will fund two key steps in the Practice Analysis phase of the project: 1) Interviews with Subject Matter Experts, 2) Development of the Practice Analysis Survey Questionnaire. These steps and the output from them are described, elaborated and highlighted in yellow on the attached Project Plan. While many members of both divisions are donating their expertise and time, these two steps are likely to require tools and resources necessary to administer the project in an effective and efficient manner.

Collaborative Perspectives on Addiction ($5,000) Divisions 28 and 50
Two APA divisions are dedicated to understanding and ameliorating the harm caused by substance misuse and addictive behaviors, but from different perspectives. Both are interested in research, training, and clinical practice in the field of addiction, but Division 28 places more emphasis on the psychopharmacology of substance use disorders, and Division 50 focuses comparatively more on clinical practice and on a broader range of addictive behaviors. This CODAPAR grant will provide needed funds for a conference that will bring together members from Divisions 28 and 50 with a focus on engaging students and early career psychologists in cross-division collaborations. Without CODAPAR grant-enabled discounts, there is a strong likelihood that only established investigators and clinicians will attend. The conference will provide opportunities for networking, research presentations, and pre-conference workshops to facilitate communication across divisions. Attendance by students and early career psychologists will be encouraged by exciting keynote speakers, networking opportunities, and, most vitally, by providing discounted registration and travel awards for students and early career attendees. This is the inaugural year of what we expect will be an annual event.
Short Course in Policy Involvement by Psychologists ($5,000) Divisions: 8, 9, 27, 34 and 41
The proposed project includes the development and implementation of a two-day short course aimed at assisting psychologists at all career stages in developing skills for policy involvement as well as providing exposure to different avenues and career tracks in several policy arenas. The workshop is broader than the federal advocacy training offered by APA in considering multiple ways that psychological researchers interested in social issues can be involved in policy work and consultation. It builds on the mutual concern of the participating divisions in the policy relevance of psychological training and science, the different expertise of the divisions, and some previous collaborative relationships. Although the proposed workshop focuses on environmental issues and sustainability as a context for considering policy involvement, the goal is to develop a model for a regular and self-sustaining training program that also could be offered at stand-alone conferences of different APA divisions and professional societies.

Dissemination of Evidence-Based Practices for Children: Needs and Barriers at State and Local Levels ($4,861) Divisions: 37, 43 and 53
Given the lack of applied information about needs and barriers at agency and providers’ levels to adequate implementation and dissemination of evidence-based practices in child mental health, it is imperative to better understand the constraints and barriers that agencies and providers experience. This aim is consistent with the APA’s (2005) Policy Statement on Evidence-Based Practice in Psychology, and with the recommendations of the APA Task Force on Evidence-Based Practice with Children and Adolescents (Kazak et al, 2010). The goals of the planned CODAPAR-funded project are to examine the issue of needs and barriers related to dissemination of evidence-based practices at two levels: (1) needs and barriers at the level of state and community agencies, and (2) in an exploratory way, needs and barriers at the practitioner level. It is anticipated that this information will lead to national, regional and local policies related to more effective dissemination of evidence-based intervention practices.

The Forensic Practitioner's Toolbox ($5,000) Divisions: 41 and 42
A significant number of independent practice psychologists are expanding their practice activities to the criminal and civil justice systems. This phenomenon arises from a convergence of demand for these services from the justice system and the need for independent practitioners to find practice markets that fall outside the purview of managed care. However, many psychologists are not prepared to do forensic work for a host of reasons, including a lack of understanding of the role psychologists play in the justice system, the difference between therapeutic and forensic roles, the guidelines that shape forensic practice, and the application of ethical standards in forensic cases. The goal of the proposed project is to provide forensic practitioners with information and resources pertaining to forensic work through a number of methods including the introduction of a specific forensic practice concept for nine consecutive months. A joint website will be developed titled, “The Forensic Practitioner's Toolbox.” The website will be collaboratively developed by both academic forensic psychologists and forensic clinicians. It will include publications, blogs, and an interactive continuing education module. The website and programming that will hopefully become institutionalized for the two divisions and continue past the grant funding period.

(1a, 1c) The 2013 Division Leadership Conference was held in Washington, DC on January 25-27, 2013. The theme of the conference was “collaboration” and the guest speaker was Peggy Hoffman, CAE, president of Mariner Management, an association management company. Her topic was how to recruit and work with volunteers in the current environment.

(1a, 1c, 3e) The 2012 P&P Annual Report “Maximizing Engagement in the APA and Its Affiliated Professional Associations”, which will be published in the July/August 2013 American Psychologist. The report focuses on what it means to be engaged as a member of APA and more broadly as a member of any professional association. P&P has developed an interesting table that will address the many opportunities that APA offers to engage its members, the various levels of involvement that members can choose and the emotional connections that are possible.
In addition, P&P continued its work on the use and availability of data for APA governance purposes. At the Fall 2012 Consolidated Meetings, P&P Chair Dr. Christopher Loftis presented in collaboration with the Executive Directors of Public and Member Communications and the Science Directorate information on current and planned data resources available through APA.
OFFICE OF PUBLIC AND MEMBER COMMUNICATIONS

HIGHLIGHTS OF ACTIVITIES
AUGUST ‘12 – JANUARY ‘13

OFFICE OF PUBLIC AND MEMBER COMMUNICATIONS

The Office of Public and Member Communications (P&MC) houses Advertising and Exhibit Sales, the APA Monitor on Psychology and gradPSYCH, Public Affairs, Membership Development, the Service Center, the Web Strategy and Content Office, and Editorial and Design Services.

The office is the primary contact for the APA membership-at-large and customers of the association’s products and services. It also links APA and psychology with the news media and the public; helps companies market products and services to psychologists by selling advertising and exhibit space; edits, designs, and publishes electronic and print products for APA membership and the public; manages membership recruitment and retention activities; and manages content, design, and communication strategies for the APA website and social media.

The activities of the Office of Public and Member Communications address several APA Strategic Plan goals and objectives.

PUBLIC AFFAIRS

From August 1, 2012, through January 24, 2013, Public Affairs received 438 news media inquiries and referred 1,540 APA member experts to journalists. The office researched, wrote, and distributed 29 communiqués to the media, including news releases, media advisories, organizational statements, and question-and-answer features with leading psychologists. (2c, 2g, 3b, 3d)

In response to the Sandy Hook Elementary School shooting, Public Affairs coordinated with the Practice Directorate to provide sources for news coverage in more than 100 print, radio, and broadcast pieces between December 14 and January 24. These pieces featured experts from APA referrals or media advisories, cited APA as a source, or quoted an APA member. Coverage included pieces by Forbes, PBS NewsHour, TIME, ABC news.com, NBC News, NPR, USA Today, CNN, Voice of America, Fox News, Boston Globe, Philadelphia Inquirer, Los Angeles Times, and Huffington Post.


**Social Media**

Public Affairs raises awareness of psychology’s role in all aspects of life by engaging diverse audiences through social media such as Facebook, Twitter, LinkedIn, YouTube, and Google+. During this period, APA’s main Facebook page gained almost 10,300 fans, rising to 43,362, with each post reaching an average of 6,988 fans. Our total YouTube video views increased by 85% to 24,630 views, totaling 68,394 minutes of video watched, with “This Is Psychology” episodes and president-elect candidate statements the most popular. On LinkedIn, the main APA discussion group gained 875 new members, growing to 5,720, with an average of 20 comments and 36 discussions per month. APA’s LinkedIn company profile gained 2,585 followers, growing to 7,535. APA’s primary Twitter account gained about 4,500 followers, rising to nearly 5,500, and APA’s Google+ page reached 3,791 users during the same period. Public Affairs coordinates closely with other APA programs to unify APA’s messaging and expand public outreach via the organization’s multiple social media sites. (1a, 2c, 3a, 3b, 3d)

**Member Communications**

APA’s all-member email newsletter, *APA Access*, keeps members up to date with news of advocacy efforts, continuing education opportunities, and APA products, as well as news releases, *Monitor on Psychology* previews, and a calendar. The newsletter consolidates APA’s email messages; promotes events, products, and services; and increases APA’s website traffic. (1a, 2d)

Each issue is delivered to nearly 126,000 individuals (94% of all members and affiliates) and is available on APA’s website. From August 1 through January 24, an average of 17% of recipients opened each issue and clicked on links within the email 3,298 times.

**APA Monitor on Psychology and gradPSYCH**

In January, we launched apps for the digital editions of the *Monitor* and *gradPSYCH* magazines. The apps can be used on Apple, Android, and Kindle Fire devices, allowing the magazines to reach a much larger audience. (1b)

Although we have just begun to market the apps, use of the digital magazines has gone up markedly. When it comes to new users, the *Monitor* has gone from 1,469 as of December 1 to more than 4,000 as of February 1. As of January 30, the January issue of the *Monitor* had more than 77,000 page views. Users come from 104 different countries (80% are from the U.S.).

For *gradPSYCH*, we have gained 1,842 new users in the last month. Users come from 78 different countries (89% from the U.S.). As of January 30, the January issue of *gradPSYCH* had more than 32,000 page views.

On the financial side, APA successfully negotiated an accelerated contract renewal for the printing of the *Monitor on Psychology* and *gradPSYCH*. This new 3-year contract contributed to a savings of over $60,000 in 2012. Advertising for both *Monitor on Psychology* and *gradPSYCH* ended slightly behind that
of 2011 (down 2% for the Monitor and 20% for gradPSYCH). This dip in revenue was anticipated and budgeted. (1b)

**ADVERTISING AND EXHIBIT SALES**

Overall, 2012 advertising and exhibit revenue ended $80,000 better than anticipated (and $6,000 better than 2011). Internet banner advertising more than doubled, while journal and APA Practice Organization advertising remained steady. APA convention exhibit sales and related convention advertising and sponsorship revenue ended up 4.5% despite lower than anticipated attendees and exhibit hall traffic in Orlando. (1b)

In response to the focus on the subject of fighting obesity at the 2012 APA Convention, a Health Challenge Pavilion was conceptualized and implemented for the Orlando meeting exhibit hall. During the APA convention, attendees were able to challenge themselves and their colleagues mentally, physically, and in the spirit of fun with Wii games and more. Over the course of the 4 exhibit hall days, about 500 attendees visited the Health Challenge Pavilion. Participants ranged in age from 6 to 86 and competed in Wii Golf, Wii Dance, Wii Bowling, and Basketball Toss. They were also asked to answer an APA Health Facts Pop Quiz with questions related to healthy families, lifestyle changes, and a healthy mind and body. All of the questions came from the APA Psychology Help Center, [www.apa.org/helpcenter/index.aspx](http://www.apa.org/helpcenter/index.aspx). More than 1,900 APA health facts were read and answered. Daily game winners received gold, silver, and bronze medals with best overall trophies and bragging rights. (1a)

Recruitment advertising through PsycCareers, APA’s Online Career Center, continues to evolve in an ever-changing marketplace. As of January 2013, more than 4,000 resumes were in PsycCareers, and more than 143,000 were in the National Healthcare Career Network. There are currently 22,256 registered job seekers in PsycCareers (a slight decrease from this time last year) and more than 9,000 registered employers. The PsycCareers Job Fair was expanded in 2012 to include an interactive scheduling component and on-site interview rooms. Branded as “PsycCareers LIVE,” attendees and employers did not embrace the enhanced job fair functionality. Going forward, we will go back to allowing attendees and employers to flag themselves in PsycCareers (and meet outside of the system). (1a, 1b)

**EDITORIAL AND DESIGN SERVICES**

Editorial and Design Services (E&DS) continues to provide in-house editing, design, and production services to APA directorates, offices, and governance groups. These in-house services save APA money and provide high-quality publications and other media projects for members and the public. (1a, 2c, 2e, 2f, 2g, 3b, 3d, 3e)

E&DS logged in 347 projects for 2012, and has logged in nearly 40 jobs to date for 2013. Projects included electronic and print newsletters, logos, public information brochures, promotional materials, signage, task force reports, PowerPoint programs, electronic broadcast messages, and other materials. Some specific projects (print and online) were:

- **Continuing Education Workshops** insert for Monitor on Psychology
- Newsletters, including The Educator, Psychology and AIDS, and the APAInsider
- APA Access broadcast email messages
- Broadcast email messages releasing all issues of 13 online newsletters, including those for Psychology Teacher Network, APA Aging Issues, In the Public Interest
- Broadcast email messages for convention, subscriptions, divisions
- Convention 2012 Infographic
- Membership and continuing education email, ads, letters
EDS designed the unique templates for the broadcast email messages that release 13 newsletters distributed via APA’s new opt-in feature. The opt-in feature allows members to personalize a package of electronic information products they receive as part of their membership. EDS also formats and distributes each of those newsletter releases (bimonthly, monthly, or quarterly). (1a, 1c)

EDS hired a second Electronic Communications Graphic Designer/Coordinator to handle the increase in APA’s broadcast email messages, most of which are created in EDS. The increase included emergency eblasts delivered to APA members in the ZIP codes affected by Superstorm Sandy and to all APA members regarding the school shooting at Sandy Hook Elementary School in Connecticut. (1a, 1c)

E&DS, which coordinates the production and printing of the *APA Convention Program* book, has begun the work for the 2013 book. The editor and printing vendor have been hired, and projects related to convention, including cover design, broadcast email messages, and other collateral projects are in the works. (1a, 1c)

**MEMBERSHIP DEVELOPMENT**

### Governance

- **Membership Board.** The Membership Board met during the October consolidated meetings and discussed various items. (1c)
- **Committee on Early Career Psychologists.** The Committee on Early Career Psychologists met during Round 1 of the Fall Consolidated Meetings. They determined their 2013 convention and 2013 meeting attendance (CAPP, CoR, ASPPB, ELC, SLC, and DLC).

  The Committee on Early Career Psychologists provided a summary and memo to the Board of Convention Affairs with its recommendations for continuing the use of abatement funding for the Kid’s Place Room at the 2013 annual convention. The Board of Convention Affairs and the Committee on Early Career Psychologists will once again offer travel awards to support attendance of first-time early career attendees at the 2013 APA Convention in Hawai’i and encourage representation of outstanding early career scientists and practitioners at convention. (1c)

### Marketing Activities

- **2012 APA Convention Marketing.** The Membership and Convention Marketing team concluded the integrated convention marketing campaign for Orlando, FL. The campaign included traditional print ads and inserts, online ads, e-mails, targeted webpages, direct mailings, printed convention brochures and glances, plus social media postings, personalized-URL campaigns, and QR codes. The registration number was 10,539 compared to 13,633 in 2011. (1a, 1b)

- **2012 Membership and Affinity Pavilion.** All 19 affinity partners contributed to the success of the affinity pavilion through sponsorships, giveaways, and on-site business check-ups. In addition to the convention bag inserts (survey ticket and affinity convention guide), we mailed a postcard
to the preregistered convention attendee list with a QR code driving members to the affinity pavilion, to register for the check-ups, and to take the benefits survey (which generated more than 1,500 responses and provided insight into members’ connection with APA programs, products, and services and other psychology-related events and organizations). We also collected member and affiliate testimonials (photography and video) for membership and convention marketing efforts throughout the year. (1a, 1b)

- **2012 Student Affiliate Upgrade Campaign.** More than 3,000 graduate student affiliates were invited to upgrade to full member through targeted efforts, including direct mail, e-mails, the upgrade webpage, banner ads, and ads in the *Monitor*. New in 2012, we tested a video contest about “what APA and psychology means to you” leveraging social media. We also surveyed the new recipients of doctorates about their interest and involvement in APA governance (nearly 100 responses) and why they did not upgrade (over 300 responses). Nearly 1,000 students upgraded their APA membership. (1a)

- **Membership Certificate.** The membership certificate program offers certificates (framed or unframed) to members and affiliates. This program is promoted online, in the membership card mailings, and, new this year, in the student upgrade campaign. More than 500 plaque and certificate orders were processed in 2012 for about $20,000 in revenue compared to 600 in 2011. (1a)

- **2012 Recruitment Campaign.** The campaign targeted nearly 100,000 candidates for full membership including early career psychologists, convention nonmember attendees, students, and teachers. The campaign included a reinstatement effort and an effort to unconfirmed members. (1a)

  An integrated campaign targeting 37,000 unpaid students (mail, email, print ads) is also under way to supplement the annual APA student renewal statement cycle. (1a)

- **2012 Membership Card.** Membership card mailings to APA members and affiliates for the 2012 year ended at 113,987 compared to 108,211 in 2011. The first mailings of 2013 membership cards went to 67,380 compared to 64,000 in 2012. (1a)

**Affinity Program**

In 2012, we legally transitioned the entire APA member benefits program to the APA Practice Organization and continued the successful integrated marketing of the products and services to APA members. The annual APA member benefits insert in the *Monitor* included a survey about member use and needs from the benefits program. In addition to tracking member participation in the benefits programs (member purchases and rentals, revenue for partners and royalties to APAPO), we are also tracking social media and online analytics as well as member and nonmember (friends, family, and staff) participation in the programs.

With over 32,000 participants in the member benefits program, the newest program, Life Line Screening (LLS) generated about 600 health screenings of APA members in 2012. We continue exploring new products and services to enhance and expand the program. (1a, 1b)

**Service Center**

The Service Center Operations unit maintains the member, subscription, and customer database records and processes new member and affiliate applications, dues and subscription payments, and book orders. Within the Operations unit is the Circulation unit, which handles the postal filings for the APA journals and BPA audit for the *Monitor on Psychology*. During this period, the Operations unit:
• **Collaborated with Information Technology Services** to establish processes to accept new member dues payments electronically. The new member dues statement was released online October 24th. (1a)

• **Joined with the Web Strategy and Content Office staff and Information Technology Services** to look at ways to improve the web experience for new members joining APA (1a)

• **Processed 3,522 new members**, reinstated 320 members, and processed applications for 5,704 student affiliates, 422 teacher affiliates, and 302 international affiliates

• **Filed Statements of Ownership with the U.S. Postal Service** for the 37 APA journals that mail at the nonprofit periodical rate

**Call Center**

Within the Communications unit of the Service Center is its Call Center. The Call Center is the initial point of contact and direct service link to all constituents who contact the association’s main telephone number and/or those who direct correspondence to its fax machines or mailing address. The unit provides direct service to members, subscribers, or book buyers who want to make a payment, place an order, seek assistance, or obtain information. During this period, the unit:

• **Began using APA’s new telecommunication software.** The new phone system is more robust and allows staff to record their calls and managers to provide immediate feedback and coaching tips to staff on specific calls. Phone reports are now scheduled to be automatically generated during a specified day and time of day. Alerts are set up to inform all phone staff when various thresholds are met to ensure that action is taken to address the alert. (1a)

• **Completed the placement process of the new career track program.** In July existing staff were placed in their new positions after a series of assessments were conducted to determine placement. The program is designed to encourage, motivate, and reward staff members who desire to pursue a customer service career. Staff will advance to higher levels/positions as they meet and maintain predetermined goals and objectives. The program is designed to encourage excellence in service and will further develop the unit goal of delivering the best to the association’s members and customers. (1a)

• **Implementing a new member welcome call campaign.** In January the unit began calling newly processed members to welcome them as members of the APA and to provide them with basic information about their membership organization and a few of the resources they now have access to. It is anticipated that this mode of outreach will have a positive impact on member relationships and help increase member retention. (1a)

**Publication Fulfillment Operations**

The Fulfillment Operations unit of the Service Center manages the warehousing, distribution, and system maintenance for all publications offered by the organization.

During this period, the unit successfully completed its annual physical inventory of about 3,000 line items. (1a)
**WEB STRATEGY AND CONTENT OFFICE**

The APA Web Strategy and Content Office is responsible for managing the design, architecture, content, and content strategy for the APA website. During this period, in addition to daily content publishing and updating, staff completed the following special projects:

- Redesigned and revamped the American Psychological Foundation’s webpages
- Updated the APA website in response to the Sandy Hook school shooting

Traffic for [www.apa.org](http://www.apa.org) was about 10.5% higher for the day of and weekend following the shooting, compared to the previous weekend. Traffic spiked most notably on the day of the shooting, with a 30% increase over the previous Friday. In the month following the shooting, “Helping your children manage distress in the aftermath of a shooting” received more than 81,000 unique pageviews. Other content related to this topic also experienced surges in traffic.

- Improved the presentation of the APA Strategic Plan on the website
- Prepared for the upgrade of APA’s web content management system and search engine
- Began to design modifications needed to optimize APA websites for mobile devices such as smart phones and tablets
- Designed and collaborated with ITS to implement the online sale of journal special issue PDFs and an APA Style PDF
- Designed and launched the 2013 convention webpages
- Developed and launched the APAPO PAC website

Other major projects included continuing to design and migrate division websites to APA’s servers. During this period, WSCO relaunched the Division 20 website. Divisions 36, 7, and 21 are readying for relaunch, and Divisions 46, 37, 25, and 41 are in development. WSCO continues to provide support to the 18 division websites now live on [www.apadivisions.org](http://www.apadivisions.org). WSCO also created apacommunities.org areas for Divisions 40 and 56. (1a)

In addition, the office continued maintenance of APA's webpages, receiving about 2,900 requests for content updates and improvements during the period. (1a, 1b)

**SITE VISITOR STATISTICS**

Historically, June and July tend to have lower traffic on APA sites. All sites recorded increases in traffic over the same time period a year ago.

<table>
<thead>
<tr>
<th>Site</th>
<th>Date Range</th>
<th>Visits</th>
<th>% Change from 7/15/12 to 1/14/13</th>
<th>Views</th>
<th>% Change from 7/15/12 to 1/14/13</th>
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<td>1/15/12 to 7/14/12</td>
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<td>(due to increases in # of hosted divisions, % change data not provided)</td>
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PRACTICE DIRECTORATE

KATHERINE NORDAL, PHD
EXECUTIVE DIRECTOR
This report contains selected highlights of APA Practice Directorate and APA Practice Organization activities from August through January 2013. Further information is available by contacting the directorate office as indicated below.

**Preparing psychologists for new psychotherapy billing codes**
For additional information about the psychotherapy codes, please contact the Practice Directorate at praccodes@apa.org or call (800) 374-2723.

**Playing an active role in health care reform and parity implementation**
For additional information on grassroots advocacy during State Leadership Conference or essential health benefits, please contact the Government Relations Department at pracgovt@apa.org or call (202) 336-5889. For additional information on Medicaid research and CARF health home standards, please contact the Legal & Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.

**Supporting and partnering with state psychological associations to advance health care reform**
For additional information, please contact the State Advocacy Department at state@apa.org or call (202) 336-5864.

**Seeking appropriate Medicare reimbursement for psychological services**
For additional information, please contact the Government Relations Department at pracgovt@apa.org or call (202) 336-5889.

**Preparing members for participation in Medicare quality reporting program**
For additional information, contact the Government Relations Department at pracgovt@apa.org or call (202) 336-5889.

**Challenging inappropriate health insurance company and managed care practices**
For additional information, contact the Legal & Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.

**Playing an active role in treatment guidelines development and promotion**
For additional information, contact the Research & Policy Department at pracrespol@apa.org or by calling (202) 336-5911.

**Pursuing advocacy and education regarding electronic health record keeping by professional psychologists**
For additional information, please contact the Legal & Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.
Educating the public about psychology and the value of psychological services
For additional information about the APA Public Education Campaign, please email the Public Relations Department at pracpr@apa.org or call (202) 336-5898.

Providing resources and support through the Disaster Response Network
For additional information, contact the Public Relations Department at pracpr@apa.org or call (202) 336-5898.
The Practice Directorate engages in a broad range of activities on behalf of practicing psychologists in diverse settings and consumers of psychological services. The directorate’s primary activities involve advancing and protecting professional psychology and consumers’ access to psychological services.

APA Executive Director for Professional Practice Katherine C. Nordal, PhD, provides staff leadership for the work of the APA Practice Directorate as well as the APA Practice Organization (APAPO), a companion organization to APA. The APAPO was created in 2001 as a 501(c)6 organization under IRS rules to enable additional advocacy for the professional practice community beyond what APA, as a 501(c)3 organization, is legally permitted to do.

Following are brief highlights of selected Practice Directorate activities and significant developments from August 2012 to January 2013, including key activities of both the APA Practice Directorate and the APA Practice Organization, a companion to APA.

Preparing psychologists for new psychotherapy billing codes
Beginning Jan. 1, psychologists and other mental health professionals were required to use new CPT® code numbers for psychotherapy when billing clients and filing health insurance claims with third-party payers, including Medicare, Medicaid and private health insurance carriers. APA was actively involved in the Centers for Medicare and Medicaid Service’s (CMS) Five-Year Review process to review current psychotherapy codes and recommend changes. Psychology’s representatives fought continuously to protect the profession’s interests throughout the code review process.

The APA Practice Organization continues to provide members with extensive information and resources to ease the transition to new psychotherapy codes. A 2013 Psychotherapy Codes for Psychologists section was added to the APA Practice Organization’s Practice Central website with resources including code lists, articles and answers to frequently asked questions from members. The new psychotherapy section can be accessed directly at apapracticecentral.org/codes. As of February 7, 2013, the section had generated more than 360,000 page views since its creation in Sept. 2012. Section content includes:

- 26.5 percent Medicare payment cut averted for 2013 [http://www.apapracticecentral.org/advocacy/medical/medicare-averted.aspx](http://www.apapracticecentral.org/advocacy/medical/medicare-averted.aspx) (1a, 2c, 2d)

**Playing an active role in health care reform and parity implementation**

For the second year in a row, health care reform will be the theme of the annual State Leadership Conference to be held March 9 – 12 in Washington, DC. Former administrator of the Centers for Medicare & Medicaid Services and former commissioner of the Food and Drug Administration Mark B. McClellan, MD, will be the keynote speaker. Workshops will cover topics such as innovative practice models, psychotherapy codes, integrated care in hospital settings and electronic health records. On the final day of the conference, attendees will take three key advocacy topics to meetings with members of Congress and staff on Capitol Hill:

- **Inclusion of psychologists in Medicare’s “physician” definition**
- **Psychologist eligibility for incentive payments in the Health Information Technology (HITECH) Act**
- **Medicare and Medicaid reimbursement for psychological services**

As part of ongoing advocacy related to implementation of health care reform under the Patient Protection and Affordable Care Act (ACA), APA submitted comments in Dec. 2012 to the Centers for Medicare and Medicaid Services (CMS) in support of the proposed rule on standards related to essential health benefits (EHB). APA’s comment letter expressed support for CMS’ recommendation that the requirements under the Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA) be used to satisfy EHB requirements. The letter also requested that CMS require strict adherence to the federal parity law as one criterion when evaluating states’ benchmark plans.

Millions of consumers are expected to move into the Medicaid system as the Affordable Care Act is implemented. The Practice Directorate has identified that, although additional psychologists will be needed in Medicaid and there are opportunities for the expansion of psychological services, several barriers to psychologist participation and reimbursement must be confronted. The Practice Directorate engaged a law firm with expertise in health care law to analyze and prepare a sampling of challenges to psychological services delivery in five states, as well as opportunities for overcoming those challenges. The result was an informational chart which overviews restrictive state provisions related to independent provision of services, scope of practice, reimbursement for services provided under supervision, payment for Health and Behavior (H&B) CPT® codes, same-day billing and telemedicine services.

APA [participated on an International Advisory Council](http://www.apapracticecentral.org/update/2012/11-14/medicare-payments.aspx) for CARF International, an independent, nonprofit accreditor of health and human services programs, to help with the development of standards for the accreditation of health homes. APA’s Aug. 2012 comments on the proposed health home standards, most of which were accepted, were aimed at making sure the language was inclusive of psychological services. APA also provided comments that promoted the integration of mental and behavioral health services in NCQA’s Patient-Centered Medical Home standards, which were released in 2012. (2a, 2c, 2d, 2e)
Supporting and partnering with state psychological associations to advance health care reform

As health care reform moves forward under President Obama and the Affordable Care Act (ACA), the hard work of implementation is taking place primarily at the state level. To help members become informed and get involved, the Practice Directorate launched an initiative in fall 2011 focused on state implementation of health care reform.

APA Executive Director for Professional Practice Katherine C. Nordal, PhD has attended health care reform summits in 10 states, with more summits by state psychological associations planned for 2013.

Also part of this initiative, an APA Practice Health Care Team comprised of key Practice Directorate staff and an external advisory group representing various practice-related constituencies began using APA’s online professional collaboration tool “APA Communities” to connect state leaders with resources on health care reform. The APA Practice Initiative on State Implementation of Health Care Reform created a group on APA Communities in late 2012 to serve state leaders as a central hub for information containing resources geared toward psychology in health care reform. The State Health Care Reform Group on APA Communities contains downloadable reports, issue briefs, journal articles and other publications that address mental health and health care reform, as well as a discussion forum and real-time alerts about newly-added resources or discussion threads. (1a, 2a, 2b, 2c, 2d)

Seeking appropriate Medicare reimbursement for psychological services

The APA Practice Organization and many other health care organizations advocated aggressively to prevent the drastic 26.5 percent Sustainable Growth Rate (SGR) cut from going into effect on Jan. 1. Congress finally enacted the “American Taxpayer Relief Act” (HR 8) on Jan. 2, 2013 which blocked the cut through 2013 and delayed through early March an additional across-the-board cut to all Medicare provider payments of up to two percent.

The Medicare final fee schedule which was released in November 2012 projected a 2 percent average reduction in payments to psychologists for 2013 in addition to the cuts scheduled to go into effect in March. Prior to the release of the final rule, APA submitted an August 2012 comment letter to the Centers for Medicare and Medicaid Services (CMS) that took strong issue with the fact that psychologists would be ineligible for reimbursement under the proposed new “transitional care management” (TCM) services code. The comment letter also expressed “strong concerns” that the language in two of the proposed new quality reporting measures in the Physician Quality Reporting System for 2013 failed to recognize psychologists’ scope of practice and threatened their ability to successfully participate in PQRS for 2013. Both measures involve timely follow-up to the coordination of care for adult patients with major depressive disorder who have co-morbid conditions. The APA letter specified revisions to the wording of the two measures needed to reflect the services that psychologists provide. That language of one measure was changed to the term “clinician” rather than “physician” so that psychologists are eligible to report for that measure. (2a, 2d, 2e)

Preparing members for participation in Medicare quality reporting program

Since 2007, Medicare has offered bonus payments to practitioners who participate in the Physician Quality Reporting System (formerly the Physician Quality Reporting Initiative). Beginning in 2015, practitioners who do not participate in the reporting program will face payment penalties of 1.5 percent in 2015, and 2 percent in 2016. To help psychologists avoid payment penalties, the APA Practice Organization has published a number of resources to educate practitioners about the program and help them begin participating in 2013:

- A Dec. 19 PracticeUpdate article “Getting started in Medicare quality reporting: Resources for practitioners” compiled a set of resources for psychologists participating in PQRS for the first time.


**Challenging inappropriate health insurance company and managed care practices**

On Dec. 7, 2012, Aetna agreed to a **proposed $120 million settlement** of a class action lawsuit filed by psychologists, other health care professionals and patients in federal court in New Jersey. The APA Practice Organization (APAPO) has collaborated on the lawsuit with the New Jersey Psychological Association (NJPA), a named plaintiff in the case, since 2009. The APA Practice Organization will provide detailed guidance for members on how and when to submit claims at the appropriate time.

The APA Practice Organization has been collaborating with 11 state psychological associations to challenge unprecedented rate cuts by Humana. On Nov. 2, 2012 the [APA Practice Organization and the Illinois Psychological Association sent a letter](https://www.apa.org/practice/quality/quality-update-2013) to the Illinois Department of Insurance (DOI) providing detailed arguments to counter Humana’s position that the federal mental health parity law does not apply to provider reimbursement.

APAPO and the collaborating state psychological associations launched a survey to gather data on the effect of rate cuts on network participation and subscriber access to care. Information from the survey will be used in advocacy with the Illinois DOI, other federal and state agencies and interested legislators.

**Playing an active role in treatment guidelines development and promotion**

Staff in the Practice and Science Directorates collaborate in managing the APA effort to develop clinical practice guidelines (formerly referred to as treatment guidelines), including providing staff support to the Advisory Steering Committee for the Development of Treatment Guidelines (ASC). The ASC was appointed by the Board of Directors and reports as well to BPA, BSA, and CAPP. The ASC has selected members of the guideline development panels (GDPs) for depressive disorders, obesity and post-traumatic stress disorder (PTSD).

The GDP for depressive disorders held its first formal meeting in December 2012. The other GDPs will meet in 2013. The ASC, with staff assistance, has also developed further the policies and procedures by which guidelines will be developed. In addition, the ASC and staff have made progress toward selection of the outside entities that will provide the systematic reviews of scientific literature that will underpin guideline development.

**Pursuing advocacy and education regarding electronic health record keeping by professional psychologists**

As part of the Practice Directorate’s ongoing efforts to educate psychologists about electronic health recording in their practices, the Practice Directorate [created a video primer](https://www.apa.org/practice/quality/quality-update-2013) for practitioners which provides an introduction to basic terminology related to Electronic Health Records (EHRs), dispels some common myths about EHR systems and underscores the benefits for psychologists of using EHRs in professional practice. Additional practical guidance is planned for 2013.

**Educating the public about psychology and the value of psychological services**

The Practice Directorate’s annual Stress in America survey was conducted online by Harris Interactive in Aug. 2012, and results were released during a press webinar on Feb. 7, 2013. This year’s survey looked more broadly at the relationship between health care, stress and behavior to better understand how people’s behavioral health needs could be better supported in the US health care system.
of the report was featured on USA Today and detailed information is available online at stressinamerica.org.

Countless studies over the past decade have shown a growing trend toward drug therapy as the most common course of treatment for people living with depression and anxiety. In an effort to balance that trend, the APA Practice Directorate launched a psychotherapy awareness initiative to educate consumers about psychotherapy’s effectiveness and encourage them to ask their physicians about it as a treatment option.

The psychotherapy awareness initiative consists of a multichannel communications effort including media outreach as well as digital and social media. APA has also introduced an animated video series, *Psychotherapy: More Than a Quick Fix* about a fictional miracle drug called “Fixitol.” The videos, which have been viewed more than 25,000 times on YouTube as of early February 2013, parody recent drug ads, drawing attention to the value of psychotherapy as a treatment option. Additionally, press and social media materials have been developed specifically for state, provincial and territorial psychological associations (SPTAs) and their Public Education Campaign (PEC) Coordinators to use for local public relations activities.

Beginning in the fall of 2012, the APA Help Center featured prominent links to the Psychologist Locator, an online service that connects consumers seeking psychological services with APA Practice Organization members. From Jan. 2012 to Jan. 2013, the number of APAPO members listed in the Locator increased nearly 20 percent. (2c, 2f, 3b, 3d)

**Providing resources and support through the Disaster Response Network**

As Superstorm Sandy headed toward the northeastern seaboard, psychologists with APA’s Disaster Response Network were among those who were prepared and ready to assist survivors. Disaster Response Network (DRN) members assisted on-site disaster workers in managing the communities completely destroyed by the Superstorm, many of which were without basic necessities. Through the association’s 20-year partnership with the American Red Cross, the DRN provided each state coordinator with updates from the Red Cross on disaster mental health training, recruitment and response.

DRN coordinators in New York and New Jersey, who are appointed by their state psychological associations, received guidance and consultation from the Disaster Response Network office. These coordinators participated in local planning meetings and asked their local members to help at Red Cross shelters and mobile emergency aid stations in the storm-ravaged areas. Available DRN members followed Red Cross deployment procedures to travel to and assist in relief operations, using handbooks, fact sheets, articles and outcome research from previous natural disasters. In states where the storm had less impact, the DRN programs were prepared to assist as needed.

As news of the tragic elementary school shooting in Newtown, CT broke, APA’s Disaster Response Network worked quickly to distribute resources to APA members and the public. Information on managing distress and ways to listen to and inform children about mass shootings was posted prominently on the APA website, sent out on listservs and distributed via social media sites. APA collaborated with the Connecticut DRN Coordinator and our partner, the American Red Cross, on response needs. APA used social media networks to disseminate information to the public quickly and efficiently, including the Psychology Help Center article “Helping your children manage distress in the aftermath of a shooting,” which was viewed by an estimated audience of more than four million within days of the shooting. (2c, 2f, 2g)
PUBLIC INTEREST DIRECTORATE

GWENDOLYN KEITA, PHD
EXECUTIVE DIRECTOR
APPLYING PSYCHOLOGICAL SCIENCE, BENEFITING SOCIETY

The Public Interest Directorate works to fulfill APA’s commitment to apply the science and practice of psychology to the fundamental problems of human welfare and social justice and the promotion of equitable and just treatment of all segments of society through education, training, and public policy.

Public Interest Executive Office
http://www.apa.org/pi/

Work, Stress, and Health Office (2c, 2e, 2g)
http://www.apa.org/pi/work

- Since 1989, APA’s work, stress, and health initiative, in collaboration with the National Institute for Occupational Safety and Health (NIOSH) and more recently with the Society for Occupational Health Psychology (SOHP), has convened nine conferences on work, stress, and health.
- The ninth was held May 19-22, 2011, in Orlando, FL – Work, Stress, and Health 2011: Work and Well-Being in an Economic Context -- and attracted over 700 participants from 48 countries.

Planning is underway for the tenth conference, Work, Stress, and Health 2013: Protecting and Promoting Total Worker Health, to be held May 16-19, 2013, in Los Angeles, CA. Over 650 presentation proposals were received in October 2012 in response to the conference call for proposals, and early 2013 efforts are geared toward finalizing the conference program and publishing registration details.

Human Rights (2c, 2e, 2f, 2g, 3d)

Dr. Clinton Anderson, working with Executive Director Dr. Keita, represents APA and coordinates information about APA activities relating to human rights. APA’s Vision Statement includes serving as an effective champion of the application of psychology to promote human rights. Recent activities include:

- Dr. Clinton Anderson presented Psychology and the Human Right to Enjoy the Benefits of Science: Report from an Interdisciplinary Focus Group Study at the 30th International Congress of Psychology on July 27, in Cape Town, South Africa.
• Dr. Anderson presented “An Effective Champion:” APA Central Office Human Rights Initiatives in the symposium *Psychology and Human Rights--Issues and Future Directions* at the APA Convention in Orlando, FL.

• Dr. Anderson, on behalf of the Public Interest Directorate, with Sangeeta Panicker, on behalf of the Science Directorate, represents APA in the American Association for the Advancement of Science and Human Rights Coalition. It is a network of scientific organizations that recognizes a role for science and scientists in efforts to realize human rights.

• Provided staff support and liaising with governance groups and divisions as BAPPI develops a Human Rights Initiative.

• Developed webpages on the topics of Human Rights and Human Rights Advocacy.

• PI acknowledged International Human Rights Day, December 10, with its first ever all PI offices event collaboration.

**Presidential Task Force on Preventing Discrimination and Promoting Diversity (2b, 2c, 2e, 2f, 2g)**

The APA Presidential Task Force on Preventing Discrimination and Promoting Diversity was established by 2011 APA President Melba J. T. Vasquez, PhD to identify and promote interventions that prevent and counteract the deleterious effects of bias, prejudice, and discrimination and encourage and support inclusion, respect, and appreciation of diversity. The report and an executive summary were disseminated widely, once Council received the report in February 2012.

Initiatives to disseminate information from the report include a series of infographics geared for teachers in secondary schools to emphasize the benefits of embracing and encouraging all forms of diversity. The infographics will address these themes and questions:

1. How can we broaden the concept of diversity beyond just race/ethnicity?
2. How is diversity changing the American classroom?
3. Why is it good to talk about differences/diversity?
4. How does diversity benefit society?
5. What are some of the conditions that make diversity thrive?

**Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2b, 2c, 2e, 2f, 2g)**

BAPPI has initiated an extensive review and update of the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2002).* An initial review and comment period has concluded, including feedback solicited from experts in each of the areas addressed by the MC Guidelines. These expert recommendations are currently being evaluated by the co-chairs and a consultancy group comprised of current and past members of COPPS, appointed for their expertise in guidelines process development. The revised draft Multicultural Guidelines is slated for submission to Council in August 2013.

**Donald N. Bersoff, PhD, JD Presidential Initiative Awards to Multicultural Programs (2b, 2c, 2e, 2f, 2g)**

The PI Executive Office is providing support for one of 2013 APA President Donald N. Bersoff’s, PhD, JD presidential initiatives, which recognizes graduate departments that successfully recruit and graduate doctoral students who are U. S.-born ethnic minorities, as well as ethnic minorities/U.S.-residents born
outside of the U. S. from regions such as the Middle East, Asia, Africa, the Caribbean, and Latin America. Criteria include:

- Ethnic minority faculty and student representation, e.g., data/percentages of ethnic minority student recruitment, retention, and graduation, especially over the last 5 years;
- Departmental and university climate of support to promote multiculturalism, e.g., mentoring programs, financial, and other resources reflecting support;
- Multicultural-focused coursework and training experiences, such as multicultural research and/or applied experiences/practica in diverse communities, opportunities including bilingual supervision, and opportunities for students to develop linguistic competence in bilingual therapy;
- Placement of students in internship, postdoctoral, and early career settings that reflect the need for multicultural competence.

The three programs selected to receive this award will each receive $2,500 and be recognized during a special ceremony to be held at the APA’s 2013 Convention in Hawaii.

**Nominations are due April 1, 2013.**

**APA Public Interest Awards** (1a)

The PI Executive Office administers the **APA Public Interest Awards**. The 2013 award recipients will be honored at the APA/APF Awards Ceremony during the 2013 APA Annual Convention in Honolulu, HI on Friday, August 2.

- Derald Wing Sue, PhD is recipient of the **Distinguished Contributions to Psychology in the Public Interest Senior Career Award**, which recognizes an individual who earned his or her doctorate degree more than 15 years prior to the date of the nomination.
- Thema Bryant-Davis, PhD is recipient of the **Distinguished Contributions to Psychology in the Public Interest Early Career Award**, which recognizes an individual who earned his or her doctorate degree 15 or fewer years prior to the date of the nomination.
- Michelle Fine, PhD is recipient of the **APA Award for Distinguished Contributions to Research in Public Policy**, which honors a psychologist who has made a distinguished empirical and/or theoretical contribution to research in public policy, either through a single extraordinary achievement or a lifetime of work dedicated to informing public policy through psychological understanding.

**2012 APA Convention: Public Interest Programming** (2b, 2c, 2e, 2f, 2g, 3d)

BAPPI-sponsored convention programming addressed health disparities from a number of perspectives, including social, political, institutional, and educational, and addressed compelling ways to present the importance of putting psychological knowledge and progress into action to rectify health disparities, to identify the ways in which certain institutions and systems create and support health disparities, and how health disparities impact everyone. (See individual office reports for specific sessions.)

**Outreach, Education, and Resources** (1a, 2b, 2c, 2e, 2f, 2g, 3d)

The Public Interest Executive Office:

- Released the **2012 Annual Report: Applying Psychological Science, Benefiting Society**.
- Oversees and ensures wide dissemination of Public Interest related information via **Public Interest websites; listservs; ecards;** Executive Director [Dr. Keita’s Twitter feed]; submissions to APA’s Facebook page and, working with PI offices, PI social media such as the [ACT, SESCRD, EP](#)
(Effective Providers for Child Victims of Violence), BSSV, and HOPE Facebook pages; and APA and Public Interest publications; and reports.

- Prepares and releases *In the Public Interest*, the directorate’s monthly e-newsletter, to over 2,000 subscribers.
- Maintains an inventory of directorate printed publications, to supplement broad web dissemination of information.
- Staffs the Public Interest booth at the APA convention.

The new PI blog – Psychology Benefits Society – has been in development for the last several months and is launching in February 2013.

**Governance Support: Board for the Advancement of Psychology in the Public Interest**

The PI Executive Office provided staff support to the Board for the Advancement of Psychology in the Public Interest (BAPPI) for the November 2-4, 2012 consolidated meetings, as well as for the conduct of work via email and conference calls.

BAPPI members in 2012 were Karen F. Wyche, PhD (Chair); Toni Antonucci, PhD; Meg A. Bond, PhD; Y. Barry Chung, PhD; Priscilla Dass-Brailsford, EdD; Claire Guthrie Gastañaga (Public Member); J. Douglas McDonald, PhD; Linda R. Mona, PhD; Allen M. Omoto, PhD; and Luis A. Vargas, PhD.

BAPPI members in 2013 are Allen Omoto, PhD (Chair); Toni Antonucci, PhD; Meg A. Bond, PhD; M. Dolores Cimini, PhD; Priscilla Dass-Brailsford, EdD; Linda Forrest, PhD; Claire Guthrie Gastañaga (Public Member); J. Douglas McDonald, PhD; William D. Parham, PhD; and Luis A. Vargas, PhD.

**APA Strategic Initiative: Health Disparities**

http://www.apa.org/topics/health-disparities/initiative.aspx

The Health Disparities Initiative, part of APA’s Strategic Plan, works to increase support for research, training, public education, and interventions that improve health and reduce health disparities among underserved and vulnerable populations. The initiative focuses specifically on the health conditions of stress, obesity, and substance abuse and addiction. The initiative is headed by Dr. Gwendolyn Keita, Executive Director of the Public Interest Directorate, and Dr. Lula Beatty, who has joined APA as Senior Director, Health Disparities Initiative, as of January 2013, after previously acting as Senior Advisor on Health Disparities via an intergovernmental personnel act agreement with the National Institute on Drug Abuse (NIDA).

**Meeting on Reducing Tobacco Health Disparities (2c, 2e, 2f, 2g, 3c)**

APA’s Health Disparities Initiative held an invitation-only meeting on December 10-11, 2012, in Washington, DC, entitled, “Strengthening Psychology’s Role in Reducing Tobacco Health Disparities.” Approximately 80 participants from government, academia, community, and nonprofit groups, and representatives from APA divisions, committees, and staff gathered to discuss how tobacco affects vulnerable populations and how APA and psychologists can help to increase dissemination of information on effective interventions -- particularly those interventions proven to be effective with vulnerable populations such as women, LGBT, ethnic minorities, people of low socioeconomic status, and those suffering from severe mental illness. The meeting goals were (1) to better understand tobacco use and dependence in health priority populations and discuss how factors contributing to tobacco use and dependence affects prevention and cessation efforts; (2) to review evidence-based and best practices for tobacco prevention and treatment with health disparity populations addressing issues of availability,
feasibility, accessibility, cultural appropriateness, adaptability, and efficacy/effectiveness; (3) to establish relationships with other stakeholders; and (4) to outline a best practices dissemination plan that gives psychologists, other health care providers, consumers, and communities information on tobacco use and dependence interventions that work with health disparity populations and how to practically implement them.

**Best Practices Dissemination Network (2b, 2c, 2e, 2f, 2g, 3c)**

The Agency for Healthcare Research and Quality (AHRQ) has awarded APA and the Health Disparities Initiative $98,300 per year for 3 years to fund the Best Practices Dissemination Network (BPDN). The primary purpose of the APA BPDN is the dissemination of existing knowledge about health care options (i.e., treatments, interventions, and preventive services) for tobacco dependence that is patient- and community-centered and works best for health priority populations. The APA BPDN will focus on dissemination of evidence-based and best practices to reduce health disparities, including information promoting competency in implementation science. In addition to the BPDN, the AHRQ grant will also support the development of an app that will provide information on smoking and tobacco use in health priority populations.

**Health Disparities Working Groups (2c, 2e, 2f, 2g, 3c)**

In October 2012, Calls for Nominations were distributed seeking members of two working groups to study (1) health disparities in boys and men and (2) stress and health disparities. Seventy-four applications were received for the two groups, with candidates whose expertise spans a broad range of health disparity issues. A review of applicants is currently under way by members of the National Steering Committee on Health Disparities (“Steering Committee” at [http://www.apa.org/topics/health-disparities/initiative.aspx](http://www.apa.org/topics/health-disparities/initiative.aspx)). Working group members will be named early in 2013, with the first in-person meetings for both groups to take place in the spring.

**Public Interest Government Relations Office (PI-GRO)**

[http://www.apa.org/about/gr/pi/](http://www.apa.org/about/gr/pi/)

PI-GRO regularly works with the APA membership to help ensure the success of its advocacy efforts and to enhance the ability of the field to advocate on key issues. PI-GRO relies on member experts to assist in the development and dissemination of educational and advocacy materials that are shared with Congress and the Executive Branch. In addition, PI-GRO provides APA members with a variety of public policy and advocacy opportunities, including:

- **Federal Advocacy Trainings and Capitol Hill Visits**
- **Congressional Fellowship Program**
- **Public Interest Graduate Student Policy Internship**
- **Public Policy Advocacy Network (PPAN)**

**AGING**

- In September 2012, held a congressional briefing to present key findings and recommendations of the Institute of Medicine report, *The Mental Health and Substance Use Workforce for Older Adults: In Whose Hands?* (2d, 2f, 2c, 2a, 2e)
CHILDREN, YOUTH, AND FAMILIES

- In December, submitted written testimony in support of legislation, the Protect Our Kids Act (H.R. 6655), subsequently enacted in January, to create a national commission to reduce child fatalities from abuse and neglect. (2c, 2f)
- In December, endorsed Senate legislation to create a National Academies of Science study on the effects of violent video games and violent video programming on children. (2c)
- Secured the participation of expert APA member Dewey Cornell, PhD, at the August Federal Partners in Bullying Prevention 2012 Summit. (2c, 2e, 2g, 3c, 3d)
- Secured the participation of APA member Ronald T. Brown, PhD, who chaired the APA Task Force that investigated the use of psychotropic drugs in children and adolescents, at the August “Because Minds Matter: Collaborating to Strengthen Management of Psychotropic Medications for Children and Youth and Foster Care” meeting. (2c, 2f, 3c)

INDIVIDUALS WITH DISABILITIES

- Over the second half of 2012, worked in support of Senate ratification of the UN Convention on the Rights of Persons with Disabilities (CRPD), including multiple grassroots mobilization campaigns and direct advocacy with the Senate Foreign Relations Committee. (2c, 2f, 2g)

INDIVIDUALS LIVING WITH HIV/AIDS

- In August, led a panel discussion at a Health and Human Services regional meeting on the National HIV/AIDS Strategy, highlighting APA’s resolution on combination approaches. (2c, 2e, 2f, 2g, 3c)

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER (LGBT) PERSONS

- In November, coordinated APA’s presence at the National Coalition for LGBT Health annual meeting, including the participation of APA member Barbara E. Warren, PsyD. (2c, 2e, 2f, 2g)

RACIAL AND ETHNIC MINORITIES

- In August, signed onto a Friends of Indian Health Coalition letter thanking House Interior Appropriations Subcommittee Chairman Mike Simpson (R-Idaho) for his committee’s strong support for the Indian Health Service. (2c, 2f)
- Worked to secure the participation of guest speaker Gilbert Moore, Deputy Director of the Community Resources Service of the U.S. Department of Justice, at the Committee on Ethnic Minority Affairs Annual Breakfast at the 2012 APA Convention. (1a, 2c, 2f)

WOMEN’S ISSUES

- In January, joined a coalition of groups in urging the Senate to ratify the UN Convention on the Elimination of All Forms of Discrimination Against Women. (2c, 2f)
- In October 2012, provided advocacy training for members of APA’s Committee on Women in Psychology (CWP), after which CWP members advocated in their congressional district offices for the comprehensive reauthorization of the Violence Against Women Act. (1a, 2c, 2d, 2e, 2f, 2g)
HEALTH CARE REFORM

Continued work in support of appropriate and timely implementation of several key provisions of the Patient Protection and Affordable Care Act (P.L. 111-148) that address integrated health care, prevention and wellness, geriatric and pediatric health professions education and training, health disparities, (AI/AN) health, and long-term services and supports. (2a, 2d, 2f, 3d, 2e, 3c)

MILITARY SERVICE MEMBERS, VETERANS, AND THEIR FAMILIES

- Secured the participation of APA member Josef Ruzek, PhD, for the September 2012 Congressional Black Caucus Foundation Veterans Braintrust panel on mental health and employment for veterans. (2c, 2e, 2f, 2g)

APA CONGRESSIONAL FELLOWSHIP PROGRAM

Entered its 39th year, with the Program’s current Fellows serving in the offices of Rep. Diana DeGette (D-CO) and Rep. Mike Honda (D-CA). (1a, 2c)

OFFICE ON AGING

http://www.apa.org/pi/aging

The Office on Aging is the focal point for APA activities pertaining to aging. Its mission is to promote the application of psychological knowledge to issues affecting the health and well-being of older adults. The office provides consultation and information to APA entities, psychologists, other professionals, policymakers, and the public, and establishes linkages with health and aging organizations to work cooperatively to address the needs and support the strengths of older adults, their families, and their caregivers.

Update of the APA Guidelines for Psychological Practice with Older Adults (1a, 2b, 2c, 2e, 2f, 2g, 3b, 3c, 3d, 3e)

The office is staffing the working group charged with updating the Guidelines for Psychological Practice with Older Adults (2003). The update will reflect the growing body of empirical evidence for effective psychological intervention with older adults. The Committee on Aging, Division 20, and Division 12-Section II are collaborating on this project. Both Divisions and Council contributed funding for the update. Members of the Working Group are Gregory Hinrichsen, PhD (Chair); Adam Brickman, PhD; Barry Edelstein, PhD; Kimberly Hiroto, PhD; Tammi Vacha-Haase, PhD; and Richard Zweig, PhD. The 60-day public comment period has just begun, with comments being accepted at http://apaoutside.apa.org/PubIntCSS/Public/.

Family Caregiver Efforts (1a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3c, 3d, 3e)

In November, the office participated in the 3rd Annual NIH Clinical Center Family Caregiver Day at which the APA Family Caregivers Briefcase was promoted and is now included in the NIH website’s resources. Planning is underway for a February APA/SAMHSA/Administration on Aging webinar, Caregivers as Partners and Clients of Behavioral Health Services for the aging service provider network. Drs. Sara Qualls, Barry Jacobs, and David Coon will be the presenters and will highlight psychological research and practice and the Briefcase.
Institute of Medicine (IOM) Report: Mental Health and Substance Use Workforce for Older Adults: In Whose Hands? (1a, 2c, 2d, 2e, 2f, 2g, 3b, 3c, 3d, 3e)

When the IOM released its report, The Mental Health and Substance Use Workforce for Older Adults: In Whose Hands?, this past summer, psychology was highly visible throughout the report due to the representation of three psychologists on the IOM panel and APA efforts. In August, a convention symposium, The Geriatric Mental Health Workforce: Current Initiatives and Critical Issues sponsored by BAPPI, BEA, and CONA focused on the report and efforts to build the geropsychology workforce. The symposium is now available as an online CE offering. A group representing all levels of psychology training is currently developing a plan to promote the report’s education and training recommendations. A policy effort has also been launched.

National Plan to Address Alzheimer’s Disease (1a, 2a, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

The Office continues to monitor and provide input to the implementation of this first National Plan. In November, Glenn Smith, PhD, Chair of the group that updated the APA Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change (2011) represented APA at a HRSA invitation-only meeting to discuss developing a repository of dementia-specific resources for all provider groups across the care spectrum. More information on the National Plan and APA efforts related to cognitive aging and dementia is available.

Participation in National Aging Coalitions (1a, 2a, 2c, 2d, 2e, 2f, 2g, 3a, 3c, 3d, 3e)

The Office Director represents APA on multiple coalitions to assure the inclusion of psychology in national aging-related efforts. These groups include the Eldercare Workforce Alliance, a coalition of 29 professional and consumer organizations convened to resolve the geriatric health workforce shortage and promote the adoption of interdisciplinary models of care; and the National Coalition on Mental Health and Aging that works to improve the availability and quality of mental health services for older Americans. APA provides supports and hosts meetings of both of these groups. This year, APA became a member of the CMS National Partnership to Improve Dementia Care in Nursing Homes. This effort strives to improve dementia care and reduce the unnecessary use of antipsychotic medications in nursing homes.

Governance Support: Committee on Aging (CONA) (1a, 1c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

CONA actively works to develop and maintain the workforce to serve older adults. Recent efforts include co-sponsoring Speed Mentoring for Budding Geropsychology and Neuropsychology Careers at Convention. This successful event will be held again in 2013. CONA also offered, for the 5th year, its all day preconvention CE workshop, What Psychologists Should Know About Working with Older Adults. This workshop is also available online. The CONA Conversation Hour: The Changing Faces of Aging explored new directions for efforts related to multicultural competency. CONA continues the Integrated Health Care for an Aging Population initiative. Its fact sheets for policymakers, graduate psychology education faculty and training directors, and consumers are currently being updated. A symposium, Training for Integrated Care with Older Adults: Real World Implementation and the Path Forward will be cosponsored with Division 12-Section II and Division 20.

The 2012 Committee on Aging members were Neil Charness, PhD (Chair); Adam Brickman, PhD; Kelly O’Shea Carney, PhD, CMC; Manfred Diehl, PhD; Jennifer Moye, PhD; and Karen Roberto, PhD.
The 2013 Committee on Aging members are Kelly O’Shea Carney, PhD, CMC (Co-chair); Manfred Diehl, PhD (Co-chair); Kimberly Hiroto, PhD (early career member); Jennifer Moye, PhD; Karen Roberto, PhD; and Glenn Smith, PhD.

**Office on AIDS**

The Office on AIDS works to sustain and coordinate APA’s nationwide leadership in the educating psychologists and society about the unique roles psychology can play in the fight against the HIV/AIDS pandemic.

**HIV Office for Psychology Education (HOPE) Program** (1a, 2b, 2c, 2e, 2f, 2g, 3c, 3d)

The HIV Office for Psychology Education (HOPE) Program, is funded through a 5-year, $1.2 million contract with the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Mental Health Services (CMHS).

Since its inception in 1991, the HOPE Program has trained more than 32,000 mental health providers.

The HOPE Program trained, and certified 11 trainers on the Ethical Issues and HIV/AIDS: Multi-Disciplinary Mental Health Services Curricula in August 2012. The systematic decision-making process on which the curricula are based requires clinicians to analyze cases from a variety of perspectives while carefully documenting each step of analysis, it serves to reduce impulsive judgments that frequently occur when therapists feel pressured to act quickly because they are worried about the possibility of HIV transmission or law suits. It also helps to sharpen thinking and clarify the clinical issues at hand because it requires one to perform separate, sequenced analyses.

**Behavioral and Social Science Volunteer (BSSV) Program** (1a, 2b, 2c, 2e, 2f, 3a, 3b, 3c, 3d)

The Behavioral and Social Science Volunteer (BSSV) Program is a national HIV prevention technical assistance program for community-based organizations (CBOs) funded by the Centers for Disease Control and Prevention. As part of its collaboration efforts with CDC-funded capacity building assistance providers, the BSSV program hosted a 2-day train-the-trainers session in Washington, DC on the topic of Recruitment and Retention. Subsequently, a 1-day training on this topic was delivered in Roanoke, VA to CBO staff. The Integration of Mental Health, Substance Abuse, and HIV Prevention 3-day training continues to be delivered across the United States. Currently, BSSV efforts are focused on developing an online introduction to the training, which will cover key foundational concepts and serve as a prerequisite; also, the training will be reduced to 2-2 ½ days. Also, as part of an effort to provide practical resource tools for CBOs, state and local health departments, and behavioral and social science volunteers, the first in a series of consumer factsheets addressing the topic of *Aligning Your Agency With the National HIV AIDS Strategy and High Impact Prevention* was created.

**Internet-based Education Program on End-of-Life Issues** (1a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

The APA Office on AIDS and its small business collaborator, eNursing LLC, received $850,000 from the Small Business Innovations Research (SBIR) Program of the National Institute of Mental Health (NIMH) to develop and test a 10-module, internet-based, continuing education program to train psychologists and other mental health providers about working with people near the end of life. The Office on AIDS and the APA Continuing Education Program launched the end-of-life training program on the APA website in
Psychology and AIDS Exchange Newsletter (1a, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

The APA Office on AIDS developed, produced, and disseminated a winter edition of the Psychology and AIDS Exchange newsletter on the neurocognitive aspects of HIV. Feature articles included:

- Introduction to Current Issues in HIV Associated Neurocognitive Disorders (HAND)
- Neurocognition Among Older HIV-Infected Adults
- Neuropsychology of HIV in Children and Adolescents
- Effects of Co-Existing Conditions on HAND
- HIV and Psychiatric Comorbidities: What Do We Know and What Can We Do?
- The HIV+ Brain on Drugs: Focus on Methamphetamine
- Consequences of HAND for Everyday Functioning
- Interventions for HAND
- Pharmacologic Interventions for HIV-Associated Neurocognitive Disorders
- Cognitive Neurorehabilitation of HAND: Have We Forgotten Something?

Governance Support: Ad Hoc Committee on Psychology and AIDS (1a, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

The Office on AIDS provided staff support for the Ad Hoc Committee on Psychology and AIDS. 2012 members were Perry Halkitis, PhD (Chair); Eugene Farber, PhD; Timothy Heckman, PhD; Amanda Houston Hamilton, DOMH; Velma McBride Murry, PhD; Monica Rivera-Mindt, PhD.; and Scyatta Wallace, PhD; Eugene Farber, PhD, will serve as Chair in 2013.

Office on Children, Youth, and Families
http://www.apa.org/pi/families/index.aspx

The Children, Youth, and Families Office (CYFO) coordinates APA's public interest, health, human welfare, and social responsibility activities in the areas of children, youth, and families.

Task Force on Violent Media

The Children, Youth, and Families Office is providing the staff support for the Task Force on Violent Media. Approved by the Board of Directors in January, the Task Force will oversee a comprehensive review and meta-analysis of the scientific literature. Based on that review, the Task Force will evaluate the 2005 APA Resolution on Violence in Video Games and Interactive Media and the 1995 Resolution on Violence in Mass Media. If necessary, a revised policy statement will be developed. The Task Force will carry out its work in 2013.

APA Presidential Task Force on Immigration (1a, 2e, 2f, 2g, 3c, 3d)

Established by APA Past President, Melba J.T. Vasquez, PhD, the APA Presidential Task Force on Immigration developed an evidence-based report that addresses the psychological factors related to the experience of immigration, with particular attention to the mental and behavioral health needs of immigrants across the lifespan and the effects of acculturation, prejudice/discrimination, and immigration
policy on individuals, families, and society. Task Force members are Carola Suárez-Orozco, PhD (Chair); Dina Birman, PhD; J. Manuel Casas, PhD; Nadine Nakamura, PhD; Pratyusha Tummala-Narra, PhD; and Michael Zárate, PhD. The final report, Crossroads: The Psychology of Immigration in the New Century, was received by the Council of Representatives in February 2012. The full report, executive summary, and various related products were disseminated early in 2012.

The report identified several recommendations, including raising awareness about the experiences of undocumented immigrants in this country. The CYFO collaborated with the Task Force Chair, Dr. Orozco to develop a video that featured undocumented youth who share their stories of how they are fighting hard to achieve their piece of the American dream. Their experiences are emblematic of the struggles of millions of undocumented children and youth in America who deal daily with isolation from peers, the struggle to pursue an education, fears of detention and deportation, and the trauma of separation from family and loved ones.

In addition, the web resource Psychology of Immigration 101, was developed to provide information and various tools for mental health professionals, educators, advocates, service providers, and members of the public on the mental health needs of immigrants in the United States.

Speak Up for Kids Campaign (2c, 2e, 2f, 2g)

APA was asked to partner again with the Child Mind Institute for the Speak Up for Kids Campaign, which will take place during National Children’s Mental Health Awareness Week (May 6-10, 2013). The campaign will contribute to the national conversation about lowering barriers to care so more children and families can get help. CYFO will invite child focused psychologists to contribute their expertise with live streamed talks and roundtable discussions, videos, and written pieces.

APA/ABA Conference on Families’ Exposure to Violence (1a, 2c, 2e, 2f, 2g, 3d)

APA will co-sponsor with the American Bar Association a conference on Addressing the Unspeakable: Confronting Family and Community Violence on October 2-5, 2013, in Washington, DC. The multiday conference would include sessions addressing the range of issues related to the exposure of children, youth, and families to violence in and around the home, community, and society. The goals of the conference are to provide professional education and training on the issue of family and community violence; share information and explore coordinated approaches to addressing family and community violence; and strengthen understanding of practice principles, guidelines, and standards for addressing family and community violence across fields.

Governance Support: Committee on Children, Youth, and Families (1a, 1c, 2e, 2f, 2g)

The office provides staff support to the Committee on Children, Youth, and Families, which works to assure “…that children, youth, and families receive the full attention of the Association in order that all human resources are actualized…including issues related to gender, ethnicity, sexual orientation, and disability.”

Committee on Children, Youth, and Families members in 2012 were Preston Britner, PhD (Co-Chair); Yo (Yolanda) Jackson, PhD (Co-Chair); Roseanne L. Flores, PhD; Patti Johnson, PhD; Laurie McCubbin, PhD; and Michael Southam-Gerow, PhD.
The Disability Issues in Psychology Office works to eliminate bias against and promote equal opportunity for persons with disabilities in psychology education and training, research, and professional practice. The office serves as an information and referral resource on disability issues; develops and disseminates reports and other written materials on professional and consumer issues; and promotes the development and application of psychological knowledge to address public policy issues concerning people with disabilities.

**Information Products (1a, 3d)**

- The Disability Resources Toolbox (DART) provides information and tools for psychology training directors and faculty, to better support students with disabilities, including information about legal issues, accommodation strategies, and resources for working with students who have disabilities. DART was heavily promoted and postcards introducing the resource were developed and widely distributed at the APA annual convention and other meetings and conferences.
- With the Committee on Disability Issues in Psychology (CDIP) and Student/Early Career Psychologists with Disabilities Advisory Group, the Office developed the Student Resource Guide, volume 2. In addition to its being available on the disability office website, it was sent to APPIC for inclusion in the website, to the training councils, APAGS, to the Division Dialogue, and to the 200+ members of the office’s database.
- In collaboration with CDIP and several members of the Student Advisory Group, the Office developed the Fall/Winter edition of the Spotlight on Disability newsletter.
- The Office expanded and redesigned the Enhancing Your Interactions with Persons with Disabilities brochure.

**Member Support and Engagement (1a, 3d)**

- The office runs and oversees the Disability Mentoring Program.
- Office Director met with members of the Disability Student/Early Career Advisory Group during convention to discuss issues and concerns facing students and early career psychologists with disabilities.
- Oversaw all aspects of the Resource Room for Attendees with Disabilities at the APA convention.
- Met with members of the Board of Convention Affairs to further strengthen our efforts to meet the needs of members with disabilities at the annual meeting. ODIP is providing a report on how to improve accessibility at APA’s annual conventions.
- Acted as a resource to staff liaisons on disability issues, and consulting on meeting the needs of members with disabilities.

**External Linkages (2c, 2e, 2f)**

- The Director met with the ABA Commission on Mental and Physical Disability in her role as a member of the Advisory Committee.
Met with the American Public Health Association (APHA) on disability issues.
Met with the Like Skills Center in my capacity as member of the Human Rights committee.
Invited by the APHA to serve on the workgroup to develop the following -- *Including People with Disabilities: Public Health Workforce Competencies*.
Actively participates in the Coalition for Citizens with Disabilities and presently serves on the coalition’s Rights, Health, and International task forces, and monitors disability policy and legislation that may have implications on APA policy initiatives.

**Presentations (2g)**

- In October, the Office Director made a presentation at Bowie State on mentoring and students with disabilities (Bowie, MD).

**Governance Support: Committee on Disability Issues in Psychology (1a)**

The office provided staff support to the APA Committee on Disability issues in Psychology (CDIP). 2012 CDIP members were Kim A. Gorgens, PhD (Chair); Erin Elizabeth Andrews, PsyD; Lawrence Pick, PhD; Joseph F. Rath, PhD; Bruce Walker, PhD; and James L. Werth, Jr., PhD. 2013 CDIP members are Erin Elizabeth Andrews, PsyD (Co-Chair); Lawrence Pick, PhD (Co-Chair); Dana S. Dunn, PhD; Carrie R. Pilarski, PhD; Joseph F. Rath, PhD; and James L. Werth, Jr., PhD.

**Office of Ethnic Minority Affairs**


The APA Office of Ethnic Minority Affairs (OEMA) was established in 1979 “to expand the roles of culturally diverse peoples in the profession of psychology,” and OEMA continues to work to ensure the successful achievement of this mission. Accordingly, OEMA welcomed its fall intern, Mr. Miles Holland (Howard University) on September 14, 2012. He completed his internship on December 14, 2012.

**Communications**

- Coordinated and implemented activities for the *Ethnicity and Health in America Series (EHAS)*, to raise public awareness concerning the varied health concerns of America’s people of color, while highlighting the impact of psychology and psychological factors on these health concerns. In recognition of National Hispanic-Latino Heritage Month (September 15 – October 15, 2012), OEMA partnered with the Washington, DC Office of Latino Affairs, the Chicago School of Professional Psychology, and the National Latina/o Psychological Association to raise awareness concerning mental health and treatment considerations among Latino populations with special attention given to Hispanic-Latino women.

On September 28, 2012, OEMA in collaboration with the Chicago School of Professional Psychology presented renowned scholar and psychologist, Dr. Patricia Arredondo who discussed issues concerning contemporary Latino immigrant families. The very well-attended talk was held at the main campus of the Chicago School of Professional Psychology, Washington, DC Campus and included a special introduction of Dr. Arredondo by APA Past President, Dr. Melba J.T. Vasquez and additional remarks by APA CEO, Dr. Norman Anderson and OEMA Senior Director, Dr. Tiffany Townsend.
On October 10, 2012, OEMA, in partnership with the Washington, DC Office on Latino Affairs, sponsored a workshop on depression awareness for Latino women led by Giselle Hass, PsyD, which was held at the Office of Latino Affairs in Washington, DC. (2f, 3e)

- Coordinated and implemented activities for the November installment of EHAS. In recognition of American Indian/Alaska Native Heritage month, OEMA, in collaboration with several professional partners, highlighted mental health among American Indian/Alaska Natives. (2f, 3e)

- Conceptualized, solicited articles, produced, and disseminated the second electronic issue of the November 2012 issue of the OEMA Communiqué news journal. This issue included updates on recent OEMA activities, as well as other relevant calls and directorate wide announcements. In addition, the issue featured a special section on The Five Pillars of Ethnic Minority Psychology: Strengthening Psychology’s Vision and Purpose to Meet the Demands of an Evolving Discipline, highlighting the ways in which organized psychology is working to address the needs of our diverse society. (1a)

**Ethnic Minority Recruitment, Retention, and Training Initiatives (1a)**

- On behalf of the APA Board of Directors’ (BOD) CEMRRAT2 Task Force, coordinated the development and dissemination of the call for submissions of the 2013 Richard M. Suinn Minority Achievement Award for Excellence in Ethnic Minority Recruitment and Graduation. (1a)

- On behalf of CEMA, coordinated the development and dissemination of the call for the 2013 Jeffrey S. Tanaka Memorial Dissertation Award in Psychology. (1a)

- Initiated a contract with Dr. Faye Belgrave and her evaluation team to complete the evaluation report for the Diversity Project 2000 and Beyond (DP2kB) initiative. (1a)

- The CEMRRAT2 Task Force, with support from OEMA staff, was able to solicit proposals, review, identify, and select projects for funding, and authorize OEMA to disburse funds for the CEMRRAT Implementation Grants Fund (IGF) program. Grants were awarded totaling $45,000 across seven priority areas, with an additional $26,000 awarded to special projects and partnership initiatives, such as the Leadership Development Institute, the Women’s Leadership Conference and National Multicultural Conference and Summit (NMCS) Mentorship Workshop. (2f, 3e)

**Psychology in Ethnic Minority Serving Institutions (PEMSI)**

- OEMA developed and disseminated the call for applications for the 2013 OEMA’s Promoting Psychological Research and Training on Health Disparities Issues (ProDIGs) grants to early career faculty at minority-serving institutions. (2e, 2f, 2g)

- Initiated a contract with Dr. Faye Belgrave for an evaluation report of the ProDIGs program. (1a)
National Ethnic Minority Psychological Associations and the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI)

OEMA provides staff support to CNPAAEMI, which consists of the presidents (or their designees) of APA, Division 45, and the four national ethnic minority psychological associations. OEMA assistance included:

- Managed and coordinated follow-up activities and actions resulting from CNPAAEMI’s summer meeting that was held on August 2, 2012 in Orlando, FL.

- Facilitated communication and network development associated with CNPAAEMI’s projects and concerns, for example, voting seats on the APA COR for the four ethnic minority psychological associations, development and support for the Leadership Development Institute, development of an informational brochure on tests and assessment. (1a)

- On behalf of CNPAAEMI, managed and coordinated the competition and selection process of the 2013 Henry Tomes Awards for Distinguished Contributions to Ethnic Minority Psychology and prepared information and material for the award presentation ceremony during the NMCS on January 16, 2013. This year’s Tomes Award recipients were Patricia Arredondo, EdD (Distinguished Leader) and Rachel Navarro, PhD (Emerging Leader). (1a)

**Governance Support**

OEMA provided continuing staff support to:

- **Committee on Ethnic Minority Affairs** (CEMA): CEMA members in 2012 were Iva GreyWolf, PhD (Chair); Pratyusha "Usha" Tummala-Narra, PhD; Helen A. Neville, PhD; Derald Wing Sue, PhD; I. David Acevedo-Polakovich, PhD; and John Robinson, EdD, MPH, FACHP. CEMA members in 2013 are Helen A. Neville, PhD (Chair); Iva GreyWolf, PhD; Muninder K. Ahluwalia, PhD; I. David Acevedo-Polakovich, PhD; John D. Robinson, EdD, MPH, FACHP; and Daniel V. Foster, PsyD. Staffing support consisted of (a) securing hours and supporting proposal development for CEMA’s 2012 convention programs; (b) producing and disseminating the 2013 calls for nominations for both CEMA and its dissertation award; (c) coordinating CEMA’s review and feedback on various governance related items; and (d) staffing its fall 2012 meeting, including agenda book development and follow-up actions. (1a, 1c)

- **Commission on Ethnic Minority Recruitment, Retention and Training in Psychology II Task Force** (CEMRRAT2 TF): Members include James E. Freeman, PhD; Beth Boyd, PhD; Jessica Henderson Daniel, PhD; and Frederick Leong, PhD. Efforts involved (a) coordinating the development of its 2012 convention program; (b) staffing its 2012 annual meeting including agenda book development and related activities; (c) facilitating the solicitation and selection process of its Richard M. Suinn Minority Graduate Achievement Award; and (d) managing the review, selection, and disbursement of funds for those projects that earned 2012 CEMRRAT Implementation Grants Fund awards. (1a, 1c, 2f)

**Conventions and Conferences Attended**

OEMA’s Senior Director, Tiffany G. Townsend, PhD delivered an invited talk about community outreach
and community engagement among populations of color at the Movement is Life: National Caucus on Arthritis and Musculoskeletal Health Disparities held at the Mayflower Hotel in Washington, DC on September 19, 2012.

**LESBIAN, GAY, BISEXUAL, AND TRANSGENDER CONCERNS OFFICE**

The APA Lesbian, Gay, Bisexual, and Transgender Concerns Office works to advance the creation, communication, and application of psychological knowledge on gender identity and sexual orientation to benefit society and improve lesbian, gay, bisexual, and transgender people's lives.

**Policy Analysis, Development, and Advocacy** (1a, 2c, 2d, 2e, 2f, 2g, 3c)

- Provided a thorough review of the first draft of guidelines developed by the Joint Division 44/CLGBTC **Task Force on Guidelines for Psychological Practice with Transgender and Gender Non-Conforming Clients**.
- Worked with the APA Office of General Council developing an amicus brief: **Windsor V. United States of America** (9/12)
- Provided technical support for the formation of a joint working group of the CLGBTC; the Committee on Children, Youth, and Families; Divisions 16 and 44; and the National Association of School Psychologists to revise and update the 1993 APA Resolution **Lesbian, Gay, and Bisexual Youth in Schools**.
- Continued work with the Public Interest Government Relations Office especially with regard to executive branch advocacy and federal agencies related to health in coordination with LGTBT health advocacy organizations.
- Provided technical assistance and referrals to state psychological associations and law firms addressing legislation and legal actions related to sexual orientation change effort practices.
- Briefed APA UN team on the work of the LGBTCO.
- Attended *Sexual Orientation and Gender Identity Data Collection in Electronic Health Records: A Workshop* conducted by the National Academy of Sciences.

**APA Convention 2013** (2a, 2b, 2c, 2e, 2f, 2g, 3c, 3d, 3e)

Helped facilitate development and submission of the following proposals that were accepted:

- **CE**: APA Task Force on Appropriate Therapeutic Responses to Sexual Orientation: Affirmative Practices
- Symposium on several topics pertaining to LGBT service members and their families in post-Don’t Ask Don’t Tell military
- Symposium with COPA, CONA, and CLGBTC: The AIDS Generation: Resilience of Middle Age Gay Men Who Are Long Term Survivors of AIDS
- Symposium: Responding to Sexual Orientation Change Efforts: Affirmative Policy and Treatment
- Symposium submitted by Division 44 Policy Committee: Who Should "Police" Psychology? SPTA Roles and Controversies When Legislators Step into our Policy
- Symposium: Toward LGBT- Affirmative Psychology in Asia: Attitudes, Mental Health Issues, & Capacity Building
- Symposium: The Promotion of Transnational LGBT Activism and Rights
International Network for Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology (2g, 3c, 3d)

- Provided secretariat for the International Network for Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology.
- Participated in LGBT-related program track and Network planning and informational meetings at the 30th International Congress of Psychology in Cape Town, South Africa (in July, 2012, not included in previous periodic report).
- Handled ongoing implementation 2-year, $150,000 grant from the Arcus Foundation supporting the work of the secretariat and building the capacity of the Psychological Society of South Africa and the Psychological Association of the Philippines to support the human rights of LGBT people in those regions. Also included facilitating a Strategic Planning Process with Network Representatives.
- Coordinating development of a Latin American Regional Network of the International Network, which has included technical support and translation of several Network administrative documents translated into Spanish.
- Coordinated and participated in quarterly conference calls of the APA Oversight Group monitoring APA involvement with the Network.
- Briefed USAID staff working on LGBT issues about the International Network; initiated discussion of possible collaborations.

Technical Assistance, Consultations, and Resources (1a, 2b, 2e, 2f, 2g, 3b, 3d)

- Drs. Clinton Anderson and Glenda Russell co-facilitated a consultation and training Psychological Responses to Political Threat – Individual and Community Interventions for LGBT Community Leaders to LGBT community leaders at the Orlando LGBT Center during Convention.
- Provided consultation for tailoring the Violence Prevention Office’s ACT/Parents Raising Safe Kids Program for same sex couples who are raising or thinking of raising children.
- Drs. Clinton Anderson and Glenda Russell co-facilitated a consultation and training Cultivating Resiliency for Mental Health Providers in the LGBT Community at the Montrose Counseling Center in Houston, TX, during the National Multicultural Conference and Summit.
- Provided complimentary samples of LGBT-related task force reports, booklets, and brochures to interested chapters of Parents, Families, and Friends of Lesbians and Gays.
- Provided complimentary copies on request of LGBT-related APA products to psychologists conducting trainings in the field.

Media Relations, Publications, and Communications (1a, 2b, 2e, 2f, 2g, 3d)

- Continued to respond to interview requests by reporters on LGBT topics; inquiries remain weighted heavily toward sexual orientation change effort related questions, legislation, and litigation.
- Developed content for a new web page on LGBT Health.
- Developed content for a new web page on LGBT Aging issues to be finalized soon.
- Made significant progress on reorganizing web content related to LGBT youth and bullying.
- Continued with periodic notification to office listservs with “Today at the Top” promoting new LGBTCO webpage content.
- Provided content for the Public Interest Directorate’s monthly electronic newsletter (played a leadership role for directorate-wide acknowledgement of International Human Rights Day),

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periodic contributions to the APA Facebook page, and content for “tweets” from the PI executive director.

- Had *Answers to Your Questions About Transgender People, Gender Identity, and Gender Expression* translated into Spanish.
- Acknowledged Spirit Day, which was launched in 2010 in response to lesbian, gay, bisexual, and transgender young people who had taken their own lives, by highlighting the new GRO resource, [Bullying and School Climate](http://www.apa.org/pi/mfp/psychology/recovery-to-practice/index.aspx).

**Governance Support: Committee on Lesbian, Gay, Bisexual, and Transgender Concerns**

(1a, c, 2b, 2e, 2g, 3d)

- Provided support to the Committee on Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBT).
- Maintained liaison relationships with APA divisions and affiliated state, provincial, and territorial psychological associations with an interest in lesbian, gay, bisexual, and transgender issues.
- Committee on Lesbian, Gay, Bisexual, and Transgender Concerns members in 2012 included Ellyn Kaschak, PhD, Chair; Kevin Nadal, PhD; Angela D. Ferguson, PhD; Parrish L. Paul, PhD, HSP; Helen Hsu, PsyD; and Jose Miranda, PsyD. For 2013, Drs. Kaschak and Nadal cycled off and cycling on are Ruth Fassinger, PhD, and Sand Chang, PhD.

**MINORITY FELLOWSHIP PROGRAM**

http://www.apa.org/pi/mfp/


The Minority Fellowship Program (MFP) is an innovative, comprehensive, and coordinated training and career development program that promotes psychology and behavioral outcomes of ethnic minority and other underserved communities. Its principle aim is to play a key part in efforts to reduce health disparities by providing financial support, professional development activities, and professional guidance to doctoral students and professionals in psychology. The MFP currently administers the Mental Health and Substance Abuse Services fellowship, Psychology Summer Institute, and the Recovery to Practice initiative.

**Selection of New and Continuing Fellows** (2f, 3e)

In January of 2013, the MFP received 198 applications for its [Mental Health and Substance Abuse Services](http://www.apa.org/pi/mfp/psychology/recovery-to-practice/index.aspx) (MHSAS) fellowship programs ([predoctoral](http://www.apa.org/pi/mfp/psychology/recovery-to-practice/index.aspx)) and [postdoctoral](http://www.apa.org/pi/mfp/psychology/recovery-to-practice/index.aspx). These applications are being prepared for review by the MHSAS Training Advisory Committee in March. In addition, nearly 30 currently funded MHSAS Fellows (bios available) have submitted annual progress reports for review.

**Recovery to Practice Activities** (2f, 2g, 3d, 3e)

The [Recovery to Practice](http://www.apa.org/pi/mfp/psychology/recovery-to-practice/index.aspx) (RTP) project team completed the development of a 15-module training to integrate recovery-based principles into psychology programs. MFP organized a training directors’ meeting at the APA convention in 2012, where the team discussed the RTP initiative and encouraged participation in the pilot testing of the modules. Nearly 30 programs had expressed a desire to pilot the modules and currently 15-20 different sites will be piloting the different modules at one point during the 2012-2013 academic year. MFP also organized two recovery-oriented symposia during the APA convention.
2012 Annual APA Convention (2g, 3e)

At APA’s 2012 Convention, MFP-sponsored events included a 2-day Professional Development Workshop for new Fellows. Thirteen new Fellows received orientation on APA, MFP, and SAMHSA; participated in various workshops; and visited Evans Community School. The school uses an integrated services model where mental health, medical, social, higher education, parenting support, and other services partner to enhance success in educational achievement, career, and life.

MFP also hosted its annual New Directions Symposium where three Fellows who have recently graduated presented their dissertation research, along with the Special Interest Symposium entitled, “Journeys to Leadership: Ethnic Minority Men in Psychology Share Their Stories.”

MFP also held its annual Achievement Awards, Poster Session, and Social Hour where the new cohort of Fellows were introduced to the MFP family. Furthermore, achievement awards were presented to Drs. Kermit Crawford, Jeanette Altarriba, and E.J.R. David.

Finally, a breakfast meeting was held for the university faculty of our trainees. This meeting provided an opportunity to orient them to MFP’s programs, goals, and objectives.

Advisory Committee Meetings (2f, 3e)

The MHSAS Training Advisory Committee (TAC) held its annual retreat October 4-7 to discuss MFP policy and to plan for future years. This year’s retreat was hosted by TAC member Mario Hernandez at the University of South Florida in Tampa, FL.

MFP Program Promotion (2c, 2f)

In conjunction with the events at the Convention, MFP produced the Summer 2012 issue of Variability, its newsletter for psychology. This newsletter is distributed to the MFP community, applicants, federal agencies, and others who are interested in ethnic minority training issues.

Last fall, the MFP distributed promotional materials to members of the psychology community, including sending electronic messages to listservs and setting up links to the MFP websites from other websites. MFP sent materials to an estimated 5,000+ professionals and students.

Office on Socioeconomic Status

The Office on Socioeconomic Status (OSES) directs, oversees, facilitates, and promotes psychology’s contribution to the understanding of SES in the lives and well-being of the poor. OSES develops and facilitates relationships and activities to advance psychology as a major force in research, policy, and advocacy related to SES through various activities and programs. OSES manages and supports the activities of the Committee on Socioeconomic Status (CSES).

OSES Communications Activities (1a, 2c, 2d, 2f, 2g, 3c, 3d)

OSES continues to engage in various communication activities to inform the discipline and increase attention and participation among psychologists to social class and SES-related issues.
The SES Indicator (Newsletter)
OSES published three issues of its newsletter, *The SES Indicator* during this reporting period. Due to the migration to an association-wide “opt-in” delivery platform the *SES Indicator*’s readership has more than tripled to over 600 readers. The three issues profiled the SESRCD’s impact on community based organization, Facing Cancer Together, guest editor Nancy Gaulin, PsyD serves as staff psychologist specializing in health psychology (August 2012), Reducing Stigma Among Chinese American Caregivers, guest editor Lawrence Yang, PhD, assistant professor of epidemiology at the Mailman School of Public Health at Columbia University (December 2012), and most recently the Neurobehavioral Effects of Poverty, with guest editor Daniel C. Marston, PhD, ABPP a behavioral psychologist and Division 6 member (January 2013). OSES continues to recruit and welcomes topics and guest editors for the *SES Indicator*.

Increased Utilization of Social Media Platforms
OSES has continued its use of social media platforms, like Twitter and Facebook, to increase awareness of SES, mental health, or social class-related news articles, events, and media. During this reporting period OSES has published tweets, e-cards, and website content highlighting World Poverty Day, Hunger and Homelessness Week, Human Rights Day, and other SES related content. OSES will continue to utilize social media platforms to publicize OSES or CSES-published materials and to increase discussion of SES-related issues.

CDC-funded Socioeconomic Status Related Cancer Disparities Program (SESRCD) (2a, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

The Office on Socioeconomic Status is in its final year of its 5-year cooperative agreement with the Centers for Disease Control and Prevention (CDC), Division of Cancer Prevention and Control to implement the Socioeconomic Status Related Cancer Disparities Program (SESRCD). SESRCD aims to strengthen the capacity of community cancer-serving organizations and stakeholders to utilize evidence-based strategies to improve or initiate cancer prevention, early-detection and survivorship activities in socioeconomically disadvantaged populations.

SESRCD has worked steadily to implement the goals and objectives of the grant during this reporting period through the following accomplishments:

- SESRCD conducted six Professional Development Training Resource (PDTR) workshops, which provide community cancer-serving professionals evidence-based tools and strategies to act on and advocate for cancer prevention and control efforts targeting socioeconomically disadvantaged populations. Workshops were conducted in, (1) Lexington, KY (11/7/2012) in collaboration with the Kentucky Cancer Consortium and the American Cancer Society; (2) Lincoln, NE (11/15/2012) in collaboration with the Nebraska Cancer Coalition; (3) Salt Lake City, UT (12/5/2012) in collaboration with Utah Department of Health Cancer Control Program and the Utah Cancer Action Network; (4) Columbia, SC (12/13/2012) in collaboration with the University of South Carolina, The South Carolina Cancer Alliance, Gibbs Cancer Center, and the American Cancer Society; (5) Seattle, WA (12/18/2012) in collaboration with the Washington Cares about Cancer Partnership, Washington State Department of Health, and Health Communities Washington; and (6) Jackson, MS in collaboration with the Mississippi Partnership for Comprehensive Cancer Control and the Mississippi State Department of Health.

- The SESRCD Behavioral and Social Science Volunteer Program (BSSV) links professional scientists with cancer-serving community-based organizations to provide capacity building assistance at no cost to address social, economic, and environmental barriers underlying U.S.
cancer disparities. Between August 2012 and January 2013, the BSSV program linked 23 volunteers with community-based organizations seeking capacity building assistance.

**Best Practices in Conceptualizing and Measuring Social Class in Psychology Research (1a, 2b, 2e, 3e)**

In December, an article entitled “Best Practices in Conceptualizing and Measuring Social Class in Psychological Research,” coauthored by former CSES members, was published in the Society for the Psychological Study of Social Issues (SPSSI) *Analyses of Social Issues and Public Policy Journal*. View the brief video abstract or access the article directly. This article was written as a follow-up to a well-received preconvention workshop on measuring social class and SES, and as a response to the numerous requests for information and resources for best practices in measuring social class and SES received by OSES annually.

**Resources for Inclusion of Social Class in Psychology Curricula (1a, 2c, 2d, 2f, 2g, 3c, 3d)**

To provide a more interactive resource, in December 2012, OSES republished in an html format the Report of the Task Force on Resources for Inclusion of Social Class in Psychology Curricula. This user-friendly platform offers updates and new contributions. Jointly sponsored by Divisions 9 (Society for the Psychological Study of Social Issues) and 35 (Society for the Psychology of Women), the report is an innovative teaching tool to encourage the incorporation of social class diversity into psychology education. It includes course syllabi and classroom exercises, and utilizes fiction and popular media as well as scholarly books and articles. The report is appropriate for use at all levels of psychology education, from grade school through graduate school.

**Governance Support: Committee on Socioeconomic Status**

OSES provided staff support to the Committee on Socioeconomic Status (CSES). The Committee on SES members of 2012 included Salvador Macias, III, PhD (Chair); Laura C. Smith, PhD (Chair-elect); Hector M. González, PhD; Cynthia Hudley, PhD; Faye A. Reimers, PhD; and Ruth Riding-Malon, PhD. In 2013, CSES welcomed two new members: Drs. Dionne J. Jones and John M. Ruiz.

The APA Council of Representatives approved funding for the Committee on Socioeconomic Status (CSES) in August 2006. CSES held its first meeting as a committee in Spring 2007. The year 2012 marked the 5-year anniversary of CSES.

In August, CSES 2012 Leadership Award Recipients were recognized for promoting scientific understanding of the impact of poverty and SES on health, education, and human welfare; developing applications of psychology that address the effects of SES on psychological development and well-being; and advocating for social policy that will alleviate or reduce disparities among SES groups. They included Distinguished Leadership, Bernice Lott, PhD, Professor Emerita of Psychology and Women’s Studies, College of Arts and Sciences, University of Rhode Island; Emerging Leadership, Lawrence Yang, PhD, Assistant Professor of Epidemiology, Mailman School of Public Health, Columbia University; and Organizational Leadership, Florida Impact, Tallahassee, FL.
Violence Prevention Office
actagainstviolence.apa.org/

The Violence Prevention Office (VPO) coordinates APA’s activities related to violence and injury prevention and treatment on topics associated with child maltreatment, trauma, media violence, and youth violence. VPO has three major functions (a) coordination of the development, implementation, and evaluation of two major programs: ACT/Raising Safe Kids Program and Effective Providers for Child Victims of Violence Program, (b) technical assistance to professionals and organizations participating in both programs, and (c) dissemination of research-based knowledge and information to professionals and the general public.

ACT/Raising Safe Kids Program (2c, 2e, 2f, 2g, 3d)

MetLife and Pritzker Early Childhood Foundations fund this national early violence prevention initiative designed to partner with organizations and agencies and train professionals to mobilize communities and educate adults who raise children from birth to 8 years old to create safe, stable, nurturing environments that protect children and youth from violence and abuse and its lifelong consequences. ACT is currently implemented in 18 states in the United States and in Puerto Rico, Greece, Peru, and Colombia.

- The office continued the international expansion of the program: (a) program materials were translated into Japanese and Portuguese; (b) a pilot project was implemented in Japan for a group of parents at an early childhood center in the Tokyo region, with analysis conducted from the pilot guiding current program adaptations for full implementation in 2013; (c) the program was launched in Brazil with a 2-day facilitator training for 23 psychologists and graduate students in partnership with two public universities there.
- The program reached out to almost 1,000 parents.

Effective Providers for Child Victims of Violence Program (2c, 2e, 2f, 2g, 3d)

Under a 2-year $249,800 grant from the Department of Justice Office for Victims of Crime to APA, VPO developed this national training program aimed to increase the capacity and effectiveness of mental health professionals providing services to children victimized by violence.

We finalized deliverables under the grant that terminated on September 30: (a) the EP Program Instructional DVD was produced and distributed to the 81 professionals trained by the program (EP Trainers); (b) the office provided assistance to 30 EP Trainers who conducted local 1-day workshops for almost 700 mental health professionals; (c) the program 12-minute advertising/promotional video was developed and will be sent to all EP Trainers, as well as made available on youtube.com and via the program Facebook page.

Communication and Dissemination

The office maintains two websites, the VPO page and the ACT program page, as well as the ACT Facebook page and EP Facebook page. They are important vehicles to disseminate research-based updated information and materials related to the office topics to professionals and to the general public, especially parents and caregivers.

The VPO director represents APA at the CDC STRYVE (youth violence prevention) initiative and at the National Health Collaborative on Violence and Abuse (NHCVA). In this role, the director promotes the
contributions of psychology to violence and abuse prevention and disseminates psychological knowledge and findings to help advance prevention and treatment efforts.

**Women's Programs Office**

The Women's Programs Office (WPO) works to improve the health, education, well-being, and status of women psychologists and consumers of psychological services. WPO activities span the science, practice, education, and policy arenas. WPO staff: Shari E. Miles-Cohen, PhD, Senior Director; Tanya L. Burrwell, Assistant Director; Kari A. Hill, Women's Programs Assistant; Gabriel Twose, PhD, Research Scholar; and Emily Moses and Paige Tieman, Interns.

**APA Leadership Institute for Women in Psychology (1a)**

**Class of 2012-2013:** The 5th APA LIWP welcomed its second cohort of women psychologists in clinical and consulting settings (14), in addition to the 37 members of the academic and academic medical group, for a combined total of 51.

Current APA LIWP faculty includes Helen L. Coons, PhD, ABPP (Chair); Lula A. Beatty, PhD; Jessica Henderson Daniel, PhD, ABPP; Ruth E. Fassinger, PhD; Mary Casey Jacob, PhD; Nadine J. Kaslow, PhD, ABPP; Susan H. McDaniel, PhD, ABPP; Sandra L. Shullman, PhD; Karen Fraser Wyche, MSW, PhD (Co-Chair); Melba Vasquez, PhD; Kathleen S. Brown, PhD; Dorothy W. Cantor, PsyD; Jean Lau Chin, EdD; Rosalind S. Dorlen, PsyD, ABPP; Elena J. Eisman, EdD; Jennifer F. Kelly, PhD, ABPP; and Shari E. Miles-Cohen, PhD, Staff Liaison

The Y5 APA LIWP class will reconvene on March 14, 2013 for an in-person follow-up meeting at Gallaudet University in Washington, DC where participants will revisit their leadership goals and participate in an intense financial and budgetary management seminar.

**Class of 2013-2014:** For the 6th annual APA LIWP Class of 2013-2014, WPO worked with ITS to develop a user-friendly online application, released in early January 2013. Both residential components of the APA LIWP will be hosted in Washington, DC, rather than immediately prior to the convention.

**APA LIWP Fund:** APF's Leadership Institute for Women in Psychology Fund has been renamed the Dorothy W. Cantor APF Leadership Institute for Women in Psychology Fund, in recognition of a $100,000 donation by Dorothy W. Cantor, PsyD. The Cantor APF LIWP Fund now stands at $176,000 in cash and pledges.

**Conference on Women with Disabilities** (2a, 2b, 2c, 2e, 2f, 2g)

A research, practice, and policy agenda based on the Inequity to Equity Conference is in development. In addition, Drs. Erin Andrews, Kate Brown, Shari Miles-Cohen, Nancy Sidun, and Julie Williams presented a symposium entitled “Promoting the Health and Wellness of Women with Disabilities” at the 2012 APA Convention.

In addition, on October 4, 2012, Drs. Miles-Cohen and Williams and Ms. Tanya Burrwell met with Dr. Janine Clayton, Director of the Office for Research on Women’s Health, NIH, to discuss the ORWH Strategic Plan “Moving into the Future with New Dimensions and Strategies: A Vision for 2020 for Women’s Health Research” and the health care issues going forward for women with disabilities.
**Women with Disabilities in STEM Education (WWDSE) Research Agenda Development Project** (2a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

The WWDSE will establish a 5-year research agenda to identify barriers and promote successful outcomes for women with disabilities in STEM education. Dr. Shari Miles-Cohen serves as Principal Investigator. Dr. David Boesel, Founder and Director of the Social Sciences Research Group (SSRG), and Dr. Gabe Twose are assisting on this project.

The research consists of three surveys leading up to an experts’ workshop. WPO has disseminated all three rounds of the grantees survey and has analyzed the data in conjunction with Dr. Boesel. Based on this analysis, WPO staff planned and convened an experts’ workshop on October 16-17, 2012 at Gallaudet University.

Drs. Miles-Cohen, Cimini, and Solomon will present a symposium entitled “Women with Disabilities in STEM Education: Building a Road Map for the Future” at the 2013 APA Convention, sponsored by APA Division 22.

**Trafficking of Women and Girls** (2b, 2c, 2e, 2f, 2g, 3b, 3c, 3d, 3e)

In August the Council of Representatives (via the Board of Directors) approved $12,300 to fund a 2012 meeting of the Task Force on Trafficking of Women and Girls and conference calls. The Task Force met in September. A request for reviewers of the preliminary draft of the report was included in the Fall consolidated meetings cross-cutting agenda.

WPO staff and the task force chair continue to work to secure funding from external sources as well. In January 2013, WPO received at grant award of $15,000 from the Nimick Forbesway Foundation.

**Governance Survey** (1c)

WPO, CWP, and Center for Workforce Studies (CWS) staff continued to discuss options for data collection and the future of the governance survey, which collects data on representation of women, ethnic minorities, lesbian, gay, bisexual, and transgender individuals and individuals with disabilities serving on and running for office in APA governance. The 2012 Governance Survey was distributed to all members of APA governance in September 2012. CWS staff provided CWP a preliminary report for review during its Fall 2012 meeting. The final report will be available for the APA Boards/Committees on the Spring 2013 cross-cutting agenda.

**Women’s Psych-E** (1a)

WPO staff produce *Women’s Psych-E*, a quarterly newsletter focusing on psychological aspects of women’s health and well-being, research initiatives and opportunities for psychologists, and WPO and CWP news. To subscribe, please visit MyAPA portal on the APA homepage (www.apa.org) using your APA id.

**Women in the American Psychological Association** (1a)

WPO has prepared tables for the 2012 edition of *Women in the American Psychological Association*, which provides data on the numbers of women participating as members and serving in leadership roles in APA, including in divisions; in state associations; on the boards and committees that make up APA’s
governance structure; in the publications process as editors, associate editors, and reviewers; and in APA’s central office.

**Intimate Partner Violence (IPV) (2b, 2c, 2e, 2f, 2g, 3d)**

With members of CWP, WPO developed a consumer-friendly brochure highlighting the mental health consequences of intimate partner violence, including information on prevalence, screening/recognizing the signs, and local and national resources, and including a tear-away card containing safety planning information. Because internet use can be monitored and is impossible to complete erase, the online version of the brochure includes a “quick escape” feature, which allows users to exit to an unrelated website (e.g., GOOGLE).

WPO staff and CWP member Dr. Julie Williams, with the Office on Disability Issues in Psychology (ODIP), worked to develop a companion piece for women with disabilities experiencing intimate partner violence, which is currently being designed.

**Postpartum Depression Brochure (PPD) (2b, 2c, 2e, 2f, 2g)**

The WPO partnered with La Clinica de Pueblo, a local Washington, DC area clinic that “provides culturally appropriate services to persons in the Latino community regardless of their ability to pay,” to disseminate the Spanish language PPD brochure.

**Governance Support: Committee on Women in Psychology (CWP) (1c)**

WPO provided staff support for the CWP, which met March 30 – April 1, 2012. 2012 CWP members are Cynthia de las Fuentes, PhD (Chair); Sandra L. Shullman, PhD (Vice-Chair); Joan C. Chrisler, PhD; Ramani S. Durvasula, PhD; Maureen C. McHugh, PhD; and Julie L. Williams, PsyD, CRC, ABPP (RP). In 2013, Dr. Shullman and Dr. de las Fuentes rotated off, and new members Edna Marie Esnil, PsyD; and Jennifer Pelt Wisdom, PhD joined the committee.
PUBLICATIONS & DATABASES

GARY VANDENBOS, PHD
EXECUTIVE DIRECTOR
The APA Office of Publications and Databases (OPD) produces, disseminates, and archives psychological knowledge. From August 2012 through January 2013, OPD continued its purposeful expansion of content, outreach, and sales. Through publication activities, OPD supports the Council of Representatives priorities by publishing and disseminating psychological science. OPD activities and products encourage the integration of scientific and practice psychology at all levels of psychology and for all psychologists by covering the vast array of psychology domains applicable to global needs. All OPD activities add benefits and value to APA membership and assist members in their careers as they promote human welfare through social justice, research, practice, policy, and/or education throughout a global society.

**SALES, MARKETING, AND LICENSES**

- (1b) Consortia sales of APA databases and electronic products during the latter half of 2011 included the following:
  - CHEST (UK academic consortium)—Combined database sales increased from $2.630M in 2011 to $2.935M in 2012. This is an increase of $305,000 or 11%.
  - WALDO (New York State academic consortium)—Revenues for all databases increased from $1,654,000 in 2011 to $1,821,944 in 2012. This is an increase of $167,944 or 10%.
  - Swiss Academic Consortium- Combined database revenues increased from $268,000.00 in 2011 to $323,000.00 in 2012. This is an increase of $55,000 or 20%.
  - BIBSAM-Swedish National Academic Consortium-Combined database revenues increased from $628,000.00 in 2011 to $700,000 in 2012. This is an increase of $72,000.00 or 11%.
  - Illinois Academic Consortia (CARLI)-Revenues for all databases increased from $885,000 in 2011 to $958,000 in 2012. This is an increase of $73,000 or 8%.
  - CAPES (Brazilian Academic Consortium)—Purchase of the 2010-2013 APA Books E-collections resulted in new revenues of $165,000.
  - Hofstra University-Purchase of the 2001-2012 APA Books E-Collections resulted in new revenues of $36,000.
  - FAK-(German National Academic Consortium)-Combined database revenues increased from $1,611,000 in 2011 to $1,768,000 in 2012. This is an increase of $157,000 or 9.7%.
  - CAUL (Australian national academic consortium) -- Combined revenues from all electronic databases increased from $1,754,730 in 2011 to $1,976,210 in 2012. This is an increase of $221,480 or 12%.
  - CBUC-Spanish Academic Consortia-PsycINFO revenues increased from $175,000 in 2011 to $207,000 in 2012. This is an increase of $32,000 or 18%. 

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• As of year-end 2012, the marketing programs for electronic products, books, and journals contributed to and supported product sales efforts by collectively producing 140 direct mail campaigns, 6 catalogs, 90 email campaigns, 317 paid advertisements, 76 house advertisements, 3 telemarketing campaigns, 10 press releases, 1,500 book publicity mailings, and booth displays at on-site exhibitions and product displays handled by outside vendors at additional conferences. In combination, all such efforts resulted in more than 12 million promotional exposures for the year.

• Between August 2012 and January 2013, the Exhibitions Marketing program managed on-site booth displays at 13 conferences worldwide (including 3 international events) by which to promote electronic/database, book, and journal products. Attendance across all events was approximately 275,000. Through year-end 2012, the Exhibitions Marketing program organized booth displays at 42 conferences, both in the US and internationally, with a combined attendance of nearly 455,000. Books and journals were promoted at an additional 45 conferences handled by outside vendors.

PsycINFO
• (1a, 1b, 3e) With the November 2012 release, the number of tests to be found in the PsycTESTS database was 10,161. The total number of records rose to 11,103, and the percentage of full text tests was 73%. The number of commercial tests listed is now more than 700. The database is now available on four vendor platforms: APA PsycNET, EBSCOhost, Ovid Technologies, and ProQuest. The interactive wiki supplement can be found at http://psycwiki.apa.org.

• (1a, 1b, 3e) The PsycINFO database now contains more than 60 million cited references. Although the majority date from 2000, there are cited references dating back to 1920.

• (1a, 1b, 3e) The PsycEXTRA database added more than 100 new content owners during this six-month period. The database also covers new document types including patents, clinical trials, grants, full dissertations, and student journals.

APA Books
• (1a, 1b, 3e) From August 1, 2012, through January 31, 2013, the Reference division of APA Books released the following titles:
  o APA Dictionary of Clinical Psychology, edited by Gary R. VandenBos
  o APA Handbook of Behavior Analysis (in two volumes), edited by Gregory J. Madden
  o APA Handbook of Psychology, Religion, and Spirituality (in two volumes) edited by Kenneth I. Pargament

• (1a, 1b, 3e) The Publication Manual of the American Psychological Association, Sixth Edition, maintained strong sales in 2012, with approximately 250,000 units sold in this period. In August, it regained the #1 spot on Amazon’s list of best-selling titles in all categories. Now in its sixth printing, the Publication Manual has spent more than 1,000 days on Amazon’s “top 100” list since its release in 2009.
During this period, APA Books released 21 titles, including:

- Transforming Negative Reactions to Clients: From Frustration to Compassion, edited by Abraham W. Wolf, Marvin R. Goldfried, and J. Christopher Muran
- Preventive Stress Management in Organizations, Second Edition, by James Campbell Quick, Thomas A. Wright, Joyce A. Adkins, Debra L. Nelson, and Jonathan D. Quick
- Graduate Study in Psychology, 2013 Edition
- Handbook of Spatial Cognition, edited by David Waller and Lynn Nadel
- The Rorschach Inkblot Test: An Interpretive Guide for Clinicians, by James P. Choca
- Caregiver Family Therapy: Empowering Families to Meet the Challenges of Aging, by Sara Honn Qualls and Ashley A. Williams
- Alcohol and Illicit Drug Use in the Workforce and in the Workplace by Michael R. Frone
- Authoritative Parenting: Synthesizing Nurturance and Discipline for Optimal Child Development, edited by Robert Larzelere, Amanda Sheffield Morris, and Amanda W. Harrist
- Spiritual Interventions in Child and Adolescent Psychotherapy, edited by Donald F. Walker and William L. Hathaway
- Activities for Teaching Positive Psychology: A Guide for Instructors, edited by Jeffrey J. Froh and Acacia C. Parks
- Health and Social Relationships: The Good, the Bad, and the Complicated, edited by Matthew L. Newman and Nicole A. Roberts
- Understanding and Treating Pathological Narcissism by John S. Ogrodniczuk
- Presurgical Psychological Screening: Understanding Patients, Improving Outcomes, edited by Andrew R. Block and David P. Sarwer
- Controversy in the Psychology Classroom: Using Hot Topics to Foster Critical Thinking, Dana S. Dunn, Regan A. R. Gurung, Karen Z. Naufel, & Janie H. Wilson
- Cognition and Brain Development: Converging Evidence From Various Methodologies, edited by Boomika Rastogi Kar
- Internationalizing Multiculturalism: Expanding Professional Competences in a Globalized World, edited by Rodney L. Lowman
- The Psychology of Meaning, edited by Keith Markman


- Chillax! How Ernie Learns to Chill Out, Relax, and Take Charge of His Anger, by Marcella Marino Craver, and illustrated by Amerigo Pinelli, was awarded the 2012 Moonbeam Children’s Book Awards Gold Medal in the Comic/Graphic Novel category.

- (1a, 1b, 3d, 3e) Since August 2012, APA Books has released 21 APA books in Kindle editions.

- (1a, 1b, 3d, 3e) The Video division of APA Books added 5 new titles to the APA Psychotherapy Video Series, including Cognitive–Behavioral Therapy for Specific Phobias, by Michael A. Tompkins; Short-Term Dynamic Psychotherapy, by Donald K. Freedheim; Integrative Behavioral Couple Therapy, by Andrew Christensen; and Dream Work in Practice, by Clara Hill. APA Videos also released Integrative Therapy, a training video by John C. Norcross that demonstrates how therapists can select models and methods from across orientations to create a customized approach for a particular client. PsycTHERAPY was named a Choice Magazine Outstanding Academic Title Winner.

- In the latter half of 2012, APA Books Subsidiary Rights Office negotiated 39 licenses for the translation of APA books into German, Japanese, Korean, Polish, Simplified Chinese, Spanish, Swedish, and Turkish.

**APA JOURNALS**

- (1a, 1b, 3e) During August 2012-January 2013, APA Journals reached the following agreements:
  - to publish and co-own The Psychologist-Manager Journal, the official journal of the Society for Psychologists in Management, beginning in January 2013;
  - to publish Military Psychology, the official journal of APA Division 19, the Society for Military Psychology.

- The P&C Board is pleased to announce these editorial appointments, naming the following to begin in 2013 as the editor-elect year (and 2014 as the beginning masthead year).
  - Psychological Methods
      Department of Psychology, University of Rhode Island
  
  - Neuropsychology
      University of California—San Diego School of Medicine
  
  - Journal of Experimental Psychology: Animal Behavior Processes
    - Ralph R. Miller, PhD (2014-2019)
      Department of Psychology, SUNY-Binghamton
o *Journal of Experimental Psychology: Applied*
  
  
  School of Psychology, Flinders University, Adelaide, Australia

o *Decision*
  
  
  Department of Psychology, Indiana University

- (1a, 3d, 3e) APA Journals published 8 special issues and 12 special sections of journals
SCIENCE DIRECTORATE

STEVE BRECKLER, PHD
EXECUTIVE DIRECTOR
SCIENCE DIRECTORATE
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘12 – JANUARY ‘13

The mission of the Science Directorate, which is under the purview of the Board of Scientific Affairs (BSA), is to communicate, facilitate, promote and represent psychological science and scientists. In the following, we report on activities under BSA oversight, Science Directorate programmatic activities, and Science Government Relations activities for the period August 2012 - January 2013.

INITIATIVES UNDER THE PURVIEW OF BSA—

• Psychological Science for the 21st Century (PSY21) is the BSA/Science Directorate initiative to help psychology meet the opportunities and challenges of the 21st century. Approved by Council during the August 2004 meeting, BSA and staff meet with various constituencies in planning for the PSY21 activities. One highlight of PSY21 activities is the eighth annual Science Leadership Conference held September 2012.

• Academic Enhancement Initiative (AEI) activities:
  o Advanced Training Institutes (ATI) – Four ATIs will take place during the summer of 2013: one on structural equation modeling in longitudinal research, one on non-linear methods for psychological science, one on research methods with diverse racial and ethnic groups, and one on exploratory data mining in behavioral research.
  o Summer Science Fellowships – Twelve talented undergraduate students were placed for six-week research experiences with faculty at George Mason University, which hosts the program. Planning and review of applications for the 2013 program took place in the fall and winter of 2012/2013.
  o Academic Career Workshops - Plans are being made for 2013 Academic Career Workshops to take place at the annual meetings of EPA, MPA, NEPA, SEPA, and SWPA.

• Science Committees
  o The Committee on Animal Research and Ethics (CARE) continued to work on projects focusing on educating the public about the nature of nonhuman animal research, in general, and in psychology in particular.
  o The Committee on Psychological Tests and Assessment (CPTA) continued their participation in projects and activities involving several testing and assessment related issues. Specifically, activities related to the revision of the Standards for Educational and Psychological Testing, and the revision of the Guidelines for Test User Qualifications.
  o The Committee on Human Research continued monitoring the proposed changes to the regulations for the protection of human research participants, and working on issues germane to the responsible conduct of research on which it will focus its efforts over the next 3-5 years.
**Science Directorate Activities—**

- **Communications:**
  - Psychological Science Agenda (PSA): The Science Directorate newsletter is distributed electronically each month and sent to thousands of subscribers.
  - APA Science Policy News (ASPN): Monthly newsletter on policy and advocacy efforts at the federal level.
  - The Science Website includes information about people and programs for psychological scientists and students.

- **Student programs** – Dissertation awards, student travel awards, and the Science Student Council all benefit students of psychological science.

- **Testing and Assessment Office** - Science Directorate staff has been monitoring and coordinating activities in response to the re-authorization of the Elementary and Secondary Education Act (ESEA). Staff has also participated in activities related to the on-going revision of the *Standards for Educational and Psychological Testing*, and the development of the International Organization for Standardization (ISO) standards for Personnel Selection.

- **Research Ethics** – Science Directorate staff has been monitoring the changes and proposed changes in regulations and policies for research with humans and other animals and are compiling informational resources.

- **Center for Workforce Studies (CWS)** – Results from the latest APA and CWS surveys are available at [http://www.apa.org/workforce](http://www.apa.org/workforce). These include the 2008 Health Service Provider Survey, 2010-2011 Faculty Salaries, 2009 Doctorate Employment Survey, and results from the 2011 Graduate Study in Psychology. A major re-organization of the Center began in 2011, and will be completed in 2013.

- **Reference Services** – The APA Library provides reference assistance and document delivery services to the central office staff and governance groups. It is also open to APA members and the public. The history of APA, including APA books and journals, governance materials, oral histories, photographs, and many other items is collected in the archives.

**Science Advocacy—**

- APA-FABBS advocacy webinar prepares scientists to lobby Congress on research funding.
- Advocacy training and congressional visits highlight research with chimpanzees.
- Friends of NICHD holds fall meeting and welcomes new associate director of extramural research.
- NIH abandons plan to replace NIDA and NIAAA with new institute.
- APA nominates psychologists to Tobacco Products Scientific Advisory Committee.
Under the purview of the Board of Scientific Affairs (BSA), the Science Directorate has primary responsibility for all association efforts on behalf of its many science-oriented constituencies. Its broad mission is to communicate, facilitate, promote and represent psychological science and scientists. These goals are addressed through programs that promote psychological science in academic and scientific arenas (primarily through PSY21 and the Academic Enhancement Initiative), that address ongoing issues and opportunities (primarily through committee work, task forces and working groups); that communicate activities, issues and opportunities to members and the public (mostly through the newsletter, web site, and Division listservs) through advocacy and public policy initiatives, and to the general public.

**Science Directorate Staff:**


**Major Initiatives Under the Purview of the Board of Scientific Affairs (BSA)**

**Psychological Science for the 21st Century (PSY21)**

PSY21, an ongoing initiative in the Science Directorate, is helping to create a foundation to build an effective agenda to support and promote the science of psychology. These activities will advance the science of psychology, provide value to its membership, and attract new members. PSY21 is organized around three areas of emphasis: (1) responsible conduct of research (RCR), (2) culture of service to the discipline, and (3) infrastructure for the science of psychology.

- **Science Leadership Conference (SciLC)** – The Directorate held the eighth annual SciLC meeting September 2012 in Washington, DC. The theme of the 2012 SciLC was “Act Locally: Promoting Psychological Science in Our Academic Institutions and Local Communities.” Participants were involved in a discussion with academic leaders on how to advance psychological science within colleges and universities and in their surrounding communities. Participants heard from Dr. Nancy Cantor, Chancellor of Syracuse University. Breakout groups met and participants developed recommendations on how to convey psychological science to broader audiences. For 2013, it was decided that SciLC resources would be used to develop web-based advocacy training materials for scientists and to conduct science advocacy events in the home districts of key members of Congress involved in federal research funding. (1a, 2d, 2e, 3c, 3d)
Culture of Service Awards – These awards honor both individuals and Departments of Psychology. The **Award for Distinguished Service to Psychological Science** was presented to Jacquelynne Eccles who is at the University of Michigan. The **Departmental Award for Culture of Service in the Psychological Sciences** was presented to the Department of Psychology at Bates College in Lewiston, Maine and the Psychology Department at the University of California, Santa Cruz. These awards, established by BSA, recognize individuals who have made outstanding contributions to psychological science through their commitment to a culture of service and recognize departments of psychology who instill a culture of service in their training of students and mentoring of faculty. Solicitation for the 2013 awards is currently underway. (1a, 3e)

**ACADEMIC ENHANCEMENT INITIATIVE**

The Academic Enhancement Initiative (AEI), approved by Council at its August 2000 meeting, began in January 2001. Progress on the AEI projects managed by the Science Directorate is as follows:

- **Advanced Training Institute (ATI)** – ATIs provide training in cutting-edge methods and technologies to psychological scientists. Four ATIs will take place in 2013. (1a, 2b, 2e, 2f, 3a, 3d, 3e)
  - *Structural Equation Modeling in Longitudinal Research*, at the University of California, Davis, from May 28–June 1, 2013. John McArdle, a University of Southern California faculty member, and Kevin Grimm, a University of California, Davis, faculty member will lead this course, which will feature a series of lectures and hands-on computer workshops on longitudinal methods, modeling, and measurement in contemporary psychological research using SEM.
  - *Exploratory Data Mining in Behavioral Research*, at the University of California, Davis, from June 3–7, 2013. John McArdle will lead this course, which will provide an overview of recent methodological advances in this topic. The ATI will cover the conceptual bases and strategies of exploratory data mining, and will review current techniques and software. Participants will gain hands-on experience with the techniques and will be invited to bring their own data and research problems to work on in consultation with the course instructors.
  - *Research Methods with Diverse Racial & Ethnic Groups*, at Michigan State University from June 10–14, 2013. Frederick Leong will lead this ATI, which will include sessions on methods for investigating treatment outcomes in diverse populations, quantitative and qualitative methods, measurement equivalence and invariance across diverse groups, and methods for work in areas ranging from genomics to aging research to community research.
  - *Non-Linear Methods for Psychological Science*, at the University of Cincinnati, from June 17–21, 2013. Organized by John Holden, this ATI will provide a thorough introduction to a variety of non-linear and dynamical methods. Such methods are becoming increasingly prominent within psychology and related disciplines. Specific topics will include time series analysis, recurrence quantification analysis, fractal analysis, and dispersion analysis.

Information about the ATI workshops will be disseminated through a variety of relevant listservs, announcements in the *Psychological Science Agenda* and other APA publications, and the APA website.

- **Summer Science Fellowships (SSF)** – Planning for the 2013 Summer Science Fellowships (SSF) program took place over the fall and winter of 2012/2013. A national competition was
held in winter 2013 to select twelve upper-level undergraduate students from across the country to place in select research labs at George Mason University for a six week period in summer 2013. (1a, 3a, 3e)

- **Career Workshops** -- Spring 2013 workshops will occur at the annual meetings of the Eastern Psychological Association (EPA), Midwestern Psychological Association (MPA), Southeastern Psychological Association (SEPA), and Southwestern Psychological Association (SWPA). A workshop will also be held at the October meeting of the New England Psychological Association (NEPA). The Science Directorate hosts these workshops to introduce graduate and postdoctoral students to the nuts and bolts of pursuing an academic career. (1a, 3e)

### Committee Activities Under the Purview of the Board of Scientific Affairs (BSA)

#### Committee on Animal Research and Ethics (CARE)

The Committee continued to work on projects focusing on educating the public about the nature of nonhuman animal research, in general, and in psychology in particular. During its fall 2012 meeting, the Committee, after receiving advocacy training by staff from the Science Government Relations Office, met with Congressional delegates to inform them about the impact of current legislative and regulatory initiatives on the care and use of laboratory animals in psychological and behavioral research. (3a, 3b, 3d, and 3e)

The Committee revised its Guidelines for the Use of Animals in Behavioral Projects in Schools (K-12). The Committee incorporated appropriate suggested revisions received from other APA governance groups and the public at large. The draft Guidelines were approved by the Board of Directors in December 2012, and will be forwarded to Council for approval at its February 2013 meeting. Finally, the Committee updated a 2004 survey which will be sent to psychology department chairs to gain information about the current status of nonhuman animal research programs in psychology departments. (3a and 3e)

#### Committee on Human Research (CHR)

The Committee on Human Research (CHR) revised the APA Guidelines for Ethical Conduct of Behavioral Projects involving Human Participants by High School Students. The Committee incorporated appropriate suggested revisions submitted by other APA governance groups and the public at large. The draft was approved by the Board of Directors in June 2012 and adopted as APA policy by the Council of Representatives in August 2012. Finally, the Committee continued to work on the collaborative e-technologies with the American Association for the Advancement of Science (AAAS). (1a, 3a, 3e)

#### Committee on Psychological Tests and Assessment (CPTA)

Members of the Committee continued their participation in the ongoing revision of the *Standards for Educational and Psychological Testing* and the revision of the *Guidelines for Test User Qualifications*. CPTA also continued to participate in APA sponsored advocacy efforts in response to activities related to the re-authorization of the Elementary and Secondary Education Act (ESEA) (3b, 3d, 3e).

#### APA Science Student Council (APASSC)

The Science Student Council (SSC), with nine students representing different research areas, advises the Directorate on student-related issues, including awards and programming at the APA Convention.
The Science Student Council has developed a cadre of programs that are helpful to science-oriented graduate students, including oversight of the $1,000 Early Graduate Student Researcher Award, which recognizes pre-doctoral level research; preparation of information pieces aimed at graduate students on a wide variety of topics; and development of Convention programming of special interest to science-oriented graduate students. (1a, 3a, 3b, 3e)

**RELATIONS WITH OUTSIDE ORGANIZATIONS**

The Science Directorate and BSA maintain regular relations with a number of outside organizations including the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC), American Association for the Advancement of Science (AAAS), American Educational Research Association (AERA), College on Problems of Drug Dependence (CPDD), Consortium of Social Science Associations (COSSA), Federation of Associations in Behavioral & Brain Sciences (FABBS), International Test Commission (ITC), International Organization for Standardization (ISO), National Association for Biomedical Research (NABR), National Council on Measurement in Education (NCME), Public Responsibility in Medicine and Research (PRIM&R), and Society for Neuroscience. (2c, 2d, 3a)

**OTHER DIRECTORATE PROGRAMS AND PROJECTS**

**RESEARCH ETHICS**

Science Directorate staff has continued to monitor the changes and proposed changes in regulations and policies for research with human and nonhuman animals. Science Directorate staff has also been monitoring current situations regarding psychology and the responsible conduct of research, specifically concentrating on research integrity issues, such as data falsification and fabrication as well as proposed legislation affecting laboratory animal research. All pertinent information regarding these issues has been communicated to members through the Science Directorate Newsletter, the Psychological Science Agenda. (1a, 3a, 3e)

**TESTING AND ASSESSMENT**

Staff will continue to collaborate with other APA directorates on assessment related activities associated with educational reform as the re-authorization of the Elementary and Secondary Education Act (ESEA) continues. Activities related to the revision of the Standards for Educational and Psychological Testing are on-going and are expected to continue through the end of 2013. Various outreach activities involving the National Academies, the U.S. Department of Education, the National Research Council, and other professional organizations focused on testing and assessment are on-going. (3b, 3d, 3e)

**CLINICAL PRACTICE GUIDELINES**

Staff in the Practice and Science Directorates collaborate in managing the APA effort to develop clinical practice guidelines (formerly referred to as treatment guidelines), including providing staff support to the Advisory Steering Committee for the Development of Treatment Guidelines (ASC). The ASC was appointed by the Board of Directors and reports as well to BPA, BSA, and CAPP. The ASC has selected members of the guideline development panels (GDPs) for depressive disorders, for obesity, and for PTSD. The GDP for depressive disorders held its first formal meeting in December 2012. The other GDPs will meet in 2013. The ASC, with staff assistance, has also developed further the policies and procedures by which guidelines will be developed. In addition, the ASC and staff have made progress toward selection of the outside entities that will provide the systematic reviews of scientific literature that will underpin guideline development.
STUDENT PROGRAMS

In addition to supporting the Science Student Council, the Directorate sponsored a number of student-specific awards, including the Dissertation Research Awards, the Student Travel Awards, and the APF/COGDOP Scholarships. Fifty-one students received Dissertation Research Awards this year, with awards ranging from $1,000 to $5,000 each. APA Student Travel Awards benefitted 100 graduate students in 2012, enabling them to attend the APA Convention in August. The Science Directorate also administers the APF-COGDOP Scholarship, with recipients announced each fall; in 2012, 15 students received these prestigious awards, at scholarship levels from $1,000 to $5,000 each.

LECTURE SERIES

The Distinguished Scientist Lecture Program supports up to three (3) psychological scientists to speak at Regional Psychological Association meetings each year. The Master Lecture program supports up to five (5) psychological scientists to speak at the APA Annual Convention. Both lecture programs were developed by BSA and have been ongoing for several years. Additionally, each year, BSA selects one eminent scientist as the Neal Miller lecturer, to give a talk dedicated to neuroscience and animal research at the APA Annual Convention. The Board of Scientific Affairs will sponsor Distinguished Scientist Lecturers at the 2013 meetings of SEPA and WPA. Five Master Lecturers and a Neal Miller lecturer are scheduled to speak at the 2013 APA Convention. (1a, 3a, 3c, 3d, 3e)

NONACADEMIC CAREERS

The popular series of autobiographical profiles, “Nonacademic Careers for Scientific Psychologists,” has continued under the new title “Interesting Careers in Psychological Science.” Profiles appear periodically in Psychological Science Agenda and are posted on the Science Directorate website. (1a, 3c, 3d, 3e)

Communications (1a, 3c, 3d, 3e)

- **Psychological Science Agenda (PSA):** The monthly Science Directorate newsletter is distributed electronically to thousands of subscribers. It includes information and news in scientific, regulatory and advocacy arenas, as well as regular features - including the Executive Director’s column, a student-focused column, and Science Briefs. **PSA** is also available from the Science website at [www.apa.org/science/psa](http://www.apa.org/science/psa).

- **APA Science Policy News (ASPN):** This monthly electronic newsletter contains updates on science policy and advocacy efforts targeted to Congress and federal agencies.

- The **Science Website** includes information about people and programs for psychological scientists and students. Web pages have been developed in a number of areas, including research ethics and related issues, student programs, and applied psychological science. These and other web pages are an invaluable resource for psychological scientists and accessible through the Science Directorate homepage ([www.apa.org/science](http://www.apa.org/science)).

CENTER FOR WORKFORCE STUDIES (CWS)

Results from the latest APA and CWS surveys are available at [http://www.apa.org/workforce](http://www.apa.org/workforce). These include the 2008 Health Service Provider Survey, 2010-2011 Faculty Salaries, 2009 Doctorate Employment Survey, and results from the 2011 Graduate Study in Psychology. A major re-organization
of the Center began in 2011, and will be completed in 2013. Two new staff have been hired. Work has been focusing on a study of the geropsychology workforce (in collaboration with CONA), the faculty salary survey (in collaboration with COGDOP), and on the next Governance Survey (in collaboration with CWP). (1a, 3a, 3e)

**REFERENCE SERVICES/LIBRARY AND ARCHIVES**

The Library and Archives furthers the mission of APA by supporting the research needs of central office staff and governance groups and by recording the history of the association. The library staff provides reference assistance, document delivery services and an increasingly digital collection of reference materials, journals, books, and videos. APA’s institutional memory is preserved in the archives, which collects items such as governance materials, photographs, videos, oral histories, state and division newsletters and all APA publications. From August 2012 to January of 2013 the library and archives responded to over 200 requests, worked with PsycEXTRA to digitize several hundred division newsletters, continued to digitize our collection of governance documents, and completed digitizing our unique collection of oral histories. (1a)

**SCIENCE GOVERNMENT RELATIONS OFFICE HIGHLIGHTS**

**APA Science advocates for Veterans Affairs research**

(2c, 2d, 2e, 2f, 2g, 3a, 3b, 3e)

Heather Kelly of APA’s Science Government Relations Office and colleagues from the Friends of VA Medical Care and Health Research (FOVA) coalition met last month with examiners from the White House Office of Management and Budget (OMB) to discuss research funding at the Department of Veterans Affairs (VA). Although the fiscal year 2013 federal appropriations bills had not yet cleared Congress and a continuing resolution likely would be drafted to fund the government into the next calendar year, APA and other research advocates already were focused on what science funding could look like in the president’s fiscal year 2014 budget proposal. Dr. Kelly and other representatives from FOVA’s executive committee urged the OMB examiners responsible for the VA section of the administration budget to maintain a strong investment in the VA’s intramural research program. The intramural research program funds psychological researchers and other VA scientists through merit review to conduct cutting-edge work vital to the health and well-being of our nation’s veterans. Later in the month, Dr. Kelly and Dr. Diane Elmore, from APA’s Public Interest Directorate, were invited to give the keynote address at the Boston VA “Psychology Day” training. Drs. Kelly and Elmore urged the VA scientists and clinicians to continue sharing their work within and beyond the VA to ensure the greatest impact.

**PCORI seeks health care stakeholders to help refine its research agenda**

(2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

The Patient-Centered Outcomes Research Institute (PCORI) held three workshops in Washington, D.C. in October and December, 2012, aimed at refining the institute’s research agenda. PCORI, an independent, non-profit organization authorized by Congress, was established in 2010 to fund research that will provide patients, their caregivers and clinicians with evidence-based information needed to make better-informed healthcare decisions.

The first of the three workshops, held on Oct. 27-28, was designed to bring together consumers, patients, caregivers, advocacy groups, researchers and other stakeholders in an effort to start building a patient-
centered research community, to identify models of patient engagement in research and to begin
identifying research topics that will improve patient care and outcomes.

The second workshop on Dec. 4 brought together a broad range of healthcare stakeholders to share and
discuss important future topics of patient-centered outcomes research. Participants engaged in interactive
small-group sessions to solicit their ideas for research in a variety of topic areas, including assessment of
screening, diagnosis and treatment options; clinical trials; improving health care systems; addressing
disparities; communications and dissemination research and rare diseases.

The third workshop on Dec. 5 focused on developing a methodology for prioritizing specific research
topics.

The American Psychological Association (APA) encouraged psychologists to learn more about the workshops on the PCORI website and to indicate their interest in participating by completing forms online, available for the first and second workshops. PCORI later extended formal invitations to potential attendees. A free, interactive webcast of the workshops was open to the public.

This past June, PCORI made 50 Pilot Projects Program awards totaling $30 million over two years,
designed to address a broad range of questions about methods for engaging patients in the health research
and dissemination process. A breakdown of awards by condition category (slide 9) shows that mental
health was the second most highly represented category after chronic conditions. Five of the primary
investigators to receive funding are psychologists: Katherine Bevans (Children’s Hospital of Philadelphia
[CHOP], “Development of Methods for Identifying Child and Parent Health Outcomes”), Lynn DeBar
(Kaiser Foundation Research Institute, “Effects of a Patient Driven Assessment Process with Complex Pain
Patients [PDAP]”), Dominick Frosch (Palo Alto Medical Foundation Research Institute, “Creating a
Zone of Openness to Increase Patient-Centered Care”), Lynne Gauthier (The Ohio State University, “A
Low-Cost Virtual Reality Gaming Platform for Neurorehabilitation of Hemiparesis”), and Paul Pilkonis
(University of Pittsburgh Medical Center, “Evaluating PROMIS Instruments and Methods for PCOR:
Substance Use Treatment”).

PCORI then opened its second application cycle for funding announcements to support $96 million in
primary research. The announcements corresponded to the first four areas of focus in PCORI’s National
Priorities for Research and Research Agenda: assessment of prevention, diagnosis and treatment options;
 improving healthcare systems; communication and dissemination and addressing disparities. Letters of
intent for this funding cycle are due on October 15 and the application deadline is December 17. Additional funding announcements that address the fifth area of focus, “accelerating patient-centered and methodological research,” would be issued in the fall.

Psychology well represented at NIDA Advisory Council Meeting

On Sept. 6, the National Institute on Drug Abuse (NIDA) held its fall meeting of the National Advisory
Council on Drug Abuse. Dr. Volkow’s Director’s report included discussions of a continuing
collaboration with the Food and Drug Administration’s Center for Tobacco Products and a new RFA for
Tobacco Control Regulatory Research. In addition, Volkow discussed three priority research areas under
the headings of prevention research, treatment interventions and HIV and drugs.

Psychologists were featured prominently in Volkow’s highlights of recent awards including APA member
Marilyn Carroll (U. of Minnesota) and Sherry McKee (Yale University) for their award from the NIH
Office of Research on Women’s Health titled “Specialized Centers of Research on Sex Differences,” and
Krista Lisdahl (University of Wisconsin), a winner of the Presidential Early Career Award for Scientists
and Engineers (PECASE). Volkow also lauded the high school student winners of the Addiction Science
Awards at the 2012 Intel International Science and Engineering Fair who, although very early in their careers, ably represented various aspects of behavioral science and received their award checks totaling $5,000 from the Friends of NIDA Coalition last month. On the treatment front, council member and psychologist Caryn Lerman presented a report from a workgroup she chaired titled Adoption of NIDA’s Evidence-Based Treatments in Real World Settings.

Psychology continues to be well represented on the Council. Four of the seven new members that were appointed before the meeting are psychologists: Carl Hart and Barbara Mason (both APA members), Terry Jernigan and Michael Nader. APA members Thomas Kirk, Caryn Lerman and James Sorensen were already serving, and although Sorensen rotated off at the end of November, as of December over one-third of the 15 member Council are psychologists.

APA-FABBS advocacy webinar prepares scientists to lobby Congress on research funding (1a, 2c, 2d, 3a, 3b, 3e)

On Sept. 21, 2012, the American Psychological Association (APA) partnered with the Federation of Associations in Behavioral and Brain Sciences (FABBS) to host a science advocacy training webinar to prepare psychologists to meet with their members of Congress in their district offices during the fall congressional recess.

Psychologists were encouraged to talk to their congressional representatives about the effects of a federal budget sequestration on funding of scientific research. As reported in the APA Federal Budget Blog, the scientific community was deeply concerned about the impact of sequestration, which would cut the budgets of federal science agencies, such as the National Institutes of Health and National Science Foundation, by 8.2 percent in January 2013. While APA is concerned about the effects of budget reductions on a broad range of federal programs, this specific training was focused on the sequestration’s impact on science funding.

Participants in the training learned about current threats to federal investment in research; how to effectively communicate the importance of their research to their local district and state and the nation; and the logistics of scheduling and conducting visits with their congressional delegation. The training was provided by Karen Studwell and Heather O’Beirne Kelly of the APA Science Directorate and Paula Skedsvold, Executive Director of FABBS. An archived version of the webinar is available here.

PCORI solicits research questions via online public survey

In late September, the Patient-Centered Outcomes Research Institute (PCORI) invited patients, caregivers and the broader health care community to complete a survey on their website to propose specific research questions. Each suggestion will be evaluated through a selection process that will lead to targeted announcements for research funding. In addition to questions about prevention, diagnosis and treatment options, PCORI is interested in research questions concerning improving health care delivery, addressing disparities of all types, improving how research is communicated and improving the research process overall. Also in September, PCORI opened its second application cycle for funding announcements to support $96 million in primary research. In a Health Affairs blog post, PCORI Executive Director Joe Selby and staff scientist Rachael Fleurence detail how the institute is moving toward greater specificity in the research it will fund, via two "complementary but equally critical paths," a broad investigator-initiated funding process and a more directed patient- and stakeholder-initiated approach.
Friends of NIDA Coalition meets with Institute Director Nora Volkow
(2c, 2d, 2e, 2f, 2g, 3a, 3b)

On Oct. 1 the Friends of NIDA held their annual meeting at APA headquarters, where they received an update from NIDA Director Nora Volkow on the institute’s activities and discussed current substance abuse and addiction issues and future coalition activities. Dr. Volkow introduced Jack Stein, the new director of NIDA’s Office of Science Policy and Communications. She thanked the Friends of NIDA for their work over the past eight years and for the coalition’s sponsorship of cash prizes for the NIDA Addiction Science Awards presented to participants in the annual Intel International Science and Engineering Fair (ISEF) for high school students. She updated the coalition on the current status of the proposal for the reorganization of substance use, abuse and addiction research at NIH and the opportunity for feedback on the process—another public comment period will likely be announced in November.

Dr. Volkow provided an overview of current research priorities at NIDA, including drug abuse prevention and treatment as well as HIV/AIDS. (Read about the Friends of NIDA’s July Capitol Hill briefing featuring NIDA-funded research, Treatment as Prevention: HIV/AIDS and Substance Abuse.) Dr. Volkow highlighted new important research findings that indicate a significant deleterious effect of marijuana use on IQ. Study participants who used cannabis heavily in their teens and continued through adulthood showed a significant drop in IQ between the ages of 13 and 38—an average of eight points for those who met criteria for cannabis dependence. (Read about the coalition’s March 2011 briefing, Marijuana Use Disorders: Dependence and Treatment Research.) She also discussed prescription drug abuse and opioid addiction and their increasing attention from multiple federal agencies.

Dr. Volkow said that healthcare reform will present increased opportunities for patient screening and treatment, and stressed the importance of having a proactive screening system in place. She cited the VA hospitals’ approach as a good model and identified challenges, including how providers will bill for screening and prevention and the need to strengthen the relationship between treatment programs and the broader healthcare system. Dr. Volkow also highlighted NIDA’s research on medication development and talked about the barriers to research for pharmaceutical companies, including the issue of return on investment as well as the FDA’s high bar for approval and its required outcome of complete abstinence in order for a treatment to be considered successful. (Read about the coalition’s March 2012 briefing on this topic, Developing Medications to Treat Addiction: Challenges for Science, Policy and Practice.)

Individual member organizations talked about their initiatives including dissemination of the recent marijuana research findings to the public using social media, and they discussed current issues including the problem of states decreasing their funding for treatment programs and imposing preapproval requirements and limits on treatment length, the prevalence of chronic pain and opioid addiction in veteran populations, and the need for the inclusion of substance abuse curricula in medical and other healthcare profession schools as well as in licensing and testing. (Read more about NIDA’s efforts to help fill the gaps in current medical student curricula through their Centers of Excellence for Physician Information.) Lastly, the coalition discussed collaboration with the HIV/AIDS research advocacy community and proposed possible topics for future Capitol Hill briefings.

Advocacy training and congressional visits highlight research with chimpanzees
(1a, 2c, 2d, 3a, 3b, 3e)

Members of the American Psychological Association’s (APA) Committee on Animal Research and Ethics (CARE) made 14 visits to Capitol Hill offices on Oct. 1, 2012. The CARE members encouraged their members of Congress to avoid the looming across-the-board cuts that will occur on Jan. 2, 2013, if Congress does not override them, and to oppose the Great Ape Protection and Cost Savings Act (GAPCSA) when it is reintroduced in the next session of Congress.
Members of the APA Science Directorate’s Government Relations Office prepped the committee the day before their congressional visits, briefing them on the technical aspects of the pending budget cuts and GAPCSA, and helping the group rehearse for their Hill meetings.

Members of CARE include chair Gary Dunbar (Central Michigan University), Allyson Bennett (University of Wisconsin - Madison), Marilyn Carroll (University of Minnesota), Jennifer Higa-King (University of Hawaii – Honolulu Community College), Pamela Scott-Johnson (Morgan State University) and Rodney Swain (University of Wisconsin - Milwaukee). In addition, two of the 2012 Interdivisional Mentoring Program awardees — Bonnie Perdue, post-doctoral fellow at Georgia State University and Regina Gazes, postdoctoral fellow at Zoo Atlanta — attended the CARE advocacy training and made visits to their members of Congress.

During their visits with congressional staff, these scientists explained that unless it is overridden, sequestration — the enforcement mechanism adopted to ensure that Congress continue to make progress on deficit reduction — will cut over $2.5 billion from the budget of the National Institutes of Health (NIH) and $586 million from that of the National Science Foundation. Those numbers reflected a 8.2 percent cut to research, a number published by the Office of Management and Budget in its recent report on how the sequester would affect federal budgets. Most members of Congress were currently at home campaigning but would return during a “lame duck” session on Nov. 13, 2012, to consider proposals to reduce the deficit by $1.3 trillion over the next nine years in order to avoid the sequester. This schedule left little time to resolve an issue that eluded compromise during the regular legislative session.

The members of the CARE group also explained APA’s concerns about the Great Ape Protection and Cost Savings Act, S. 810 (PDF, 190KB) a bill that has been introduced in each session of Congress since 2008, but that never progressed through a committee until this year. The Senate Committee on Environment and Public Works reported the bill to the full Senate in July. The bill would ban almost all research and funding for research with great apes in the U.S. and would retire current research apes to sanctuaries. The CARE scientists explained that the bill’s broad definition of “invasive” research would prohibit measures including blood draws and anesthesia, and thus prohibit neurobiological studies with chimps on cognition and language processing that may contribute to knowledge relevant to Alzheimer’s disease and autism spectrum disorders.

In December 2011, the Institute of Medicine’s Committee on the Use of Chimpanzees in Biomedical and Behavioral Research released a report supporting a reduction in the use of chimpanzees in research, but the Committee did not support an overall ban on research with chimpanzees. Shortly after the report was released, Francis Collins, Director of the NIH, released a statement that NIH would accept the recommendations of the IOM committee. An NIH working group has been established to advise on implementing the IOM recommendations and to consider the size and placement of the active and inactive populations of the NIH-owned or -supported chimpanzees. NIH would not award any new funding for research with chimpanzees until processes for implementing the IOM recommendations are in place.

**GRO staffer urges graduate students to be active advocates for research**

(2c, 2d, 2g, 3a, 3b, 3e)

On Oct. 2, Heather Kelly of APA’s Science Government Relations Office was invited to speak with the University of Virginia’s community psychology graduate students and faculty about science advocacy. Dr. Kelly’s guest seminar focused on how psychological scientists should and can be more active in promoting the results of their research in policy settings at the local, state and federal levels.
“Fortunately, this department thinks of advocacy in the same way that we do at APA,” said Kelly. “Advocacy is an extension of our more traditional forms of research dissemination, and one that becomes an absolutely critical part of professional work when a scientist receives federal funding from taxpayers and/or is engaged in community-based scholarship. We owe those who have participated in and sponsored our research tangible feedback on what we have learned.” Dr. Kelly and her Science GRO colleagues are happy to provide interactive workshops and presentations tailored to university or organizational interests in psychological science, public policy and the federal political arena.

**NIH Releases Short Videos Highlighting Behavioral Health Research**

On Oct. 22, NIH’s Office of Behavioral and Social Sciences Research (OBSSR) released four videos highlighting outstanding behavioral and social science research on mindless eating, risk-taking, diabetes management and the evolution of skin pigmentation. The videos, called Research Highlights, and each under seven minutes in length, are available on both the OBSSR website and the NIH YouTube channel and feature prominent researchers describing their work and its implications for society. One of the videos features a psychologist, APA member Carl Lejuez of the University of Maryland, who discusses his research on risk-taking behavior and substance use.

Said OBSSR Director Bob Kaplan, "Understanding our behavior and making better decisions puts us in charge of our own health. These short films highlight some of the benefits of behavioral and social science research — both for us as individuals and for society as a whole…. There are personal take-aways in each of these films, but they also demonstrate both the excitement and reward of behavioral and social science research. I hope every viewer learns something useful. And I hope we're engaging the next generation of researchers to enter this dynamic and productive field."

**APA participates in Coalition for Health Funding Hill Day (2c, 2d, 2f, 2g, 3a, 3b, 3e)**

APA was one of 38 health organizations represented in the Coalition for Health Funding’s Hill Day on Oct. 23. The Coalition for Health Funding (CHF) lobbies for strong budgets for all of the Public Health Service agencies. Representatives from these organizations gathered to talk to 50 congressional offices about the serious consequences to health and research programs if 8.2 percent across-the-board cuts, approved as part of the 2011 Budget Control Act, are allowed to take place in early January. The cuts were included as part of that bill to force a compromise on additional deficit reduction, but additional deficit reduction measures have not been approved by this session of Congress. Unable to agree on any combination of spending reductions, revenue increases or entitlement reforms, Congress has postponed discussion of this important topic until a ‘lame duck’ session after the Nov. 6 election.

Under sequestration, the National Institutes of Health (NIH) budget would be cut by $2.5 billion. The National Science Foundation would lose $456 million. Federal research and development accounts have already declined by 10 percent in real dollars since fiscal year 2010 due to smaller cuts and sub-inflationary increases.

Jon Carson, Senior Advisor to the President and Director of White House Office of Public Engagement, spoke at the Hill Day’s kick-off to thank the participants for advocating for a more workable solution than $1.3 trillion in spending cuts. Organizational representatives divided into teams to make five congressional visits each.

The Coalition for Health Funding is active in the NDD United group, which includes health, education, transportation and justice organizations and others concerned about sequestration’s impact on non-defense discretionary spending. Advocacy materials are available on the coalition’s website.
2012 Election: Changes at the Margins

Seventy-three members in the House and 12 senators retired or lost their seats. These include several members with whom APA has worked on important scientific and program issues. Rep. Ann Marie Buerkle, R-N.Y., chair of the Health Subcommittee of the Committee of Veterans Affairs, had pushed hard for more research and better diagnosis and treatment for veterans’ mental health and PTSD. Rep. Pete Stark, D-Calif., ranking minority member on the Energy and Commerce Subcommittee on Health, was an expert on Medicare and had a great influence on Medicare law changes of the last 25 years, including those in the Affordable Care Act. Mary Bono Mack, R-Calif., championed a variety of issues important to APA by chairing or vice-chairing caucuses on addiction treatment and recovery, prescription drug abuse and youth drug prevention.

Among the members who were less supportive of many of APA’s priorities, Rep. Denny Rehberg, R-Mont., chair of the House Appropriations Subcommittee on Labor, Health and Human Services and Education, lost his bid for a seat in the U.S. Senate. Rep. Rehberg was behind the provision in the fiscal year 2013 bill reported by the Appropriations Committee last summer that disallowed funding of health economics research at the NIH, believing that research was tied to the Affordable Care Act. Sen. Kay Bailey Hutchison, R-Texas, whom many psychologists remember for her 2006 attack on the behavioral and social sciences at the National Science Foundation, was eventually convinced to withdraw her attack but never quite became a friend to psychology. Rep. Roscoe Bartlett, R-Md., was the primary sponsor of the Great Ape Protection Act, which would prohibit most behavioral research with great apes.

Friends of NICHD Holds Fall Meeting and Welcomes New Associate Director of Extramural Research (2c, 2d, 2f, 2g, 3a, 3b)

On Nov. 15, the Friends of NICHD held their fall meeting and welcomed Cathy Spong, the institute's new associate director of extramural research. Dr. Spong thanked the coalition for their interest in NICHD and said she was looking forward to her new role overseeing the broad portfolio of NICHD’s research and furthering the progress of the recent NICHD reorganization that is meant to capitalize on emerging scientific opportunities and reduce barriers to scientific and interdisciplinary collaboration. The reorganization created two new branches: Gynecologic Health and Disease, currently led by Acting Director Trent McKay, and Pediatric Trauma and Critical Illness, led by Acting Director Valerie Maholmes. An educational psychologist and current staff member within the Child Development and Behavior Branch (CDB), Maholmes explained that the new branch will focus on the continuum of care for children exposed to violence, abuse and maltreatment, and that there naturally will be some overlap with the CDB’s portfolio in this area but that the CDB which will continue to focus on the developmental outcomes and long-term implications of child maltreatment and neglect. It will be a challenge to grow any new or existing programs as the institute is operating under tight budgets still subject to an 8 percent reduction if sequestration is not avoided. Despite those challenges, NICHD continues support new research on LGBT health disparities, on vulvodynia and on Down syndrome as part of the NIH's Down syndrome research consortium.

NIH abandons plan to replace NIDA and NIAAA with new institute (2c, 2d, 3a, 3b, 3e)

On Oct. 11, the National Institutes of Health (NIH) released a summary synthesis of comments it received in response to a Request for Information (RFI) on strategic planning for the proposed National Institute of Substance Use and Addictive Disorders (NISUAD). NIH received over 500 comments in response to the RFI which were then categorized by research topic, methods and approaches, treatment, prevention and outreach and education. The comment period, which closed in May, was meant to inform the Strategic
Plan under development by the NIH Substance, Use, Abuse and Addiction (SUAA) Task Force. APA’s original comments in response to the RFI can be viewed online. The Strategic Plan and a separate Portfolio Analysis of Substance Use, Abuse and Addiction research currently funded NIH-wide were released in November. It was expected that the baseline funding, and likely the distribution of that funding, for NISUAD would be driven by the content of the Portfolio Analysis. The release of both documents would be followed by a brief public comment period that will close in December after which the SUAA Task Force would make final recommendations about the scale and scope of the new institute to NIH Director Francis Collins. The first full public description of the new institute was expected appear in the President’s FY 2014 budget to be released in February 2013.

Then in mid-November, the plan to replace the National Institute on Drug Abuse (NIDA) and the National Institute of Alcohol Abuse and Alcoholism (NIAAA) with the National Institute on Substance Use and Addictive Disorders (NISUAD) at the National Institutes of Health (NIH) fell apart unexpectedly. The news came in the form of a press release from NIH Director Francis Collins which stated in part:

“After rigorous review and extensive consultation with stakeholders, I have concluded that it is more appropriate for NIH to pursue functional integration, rather than major structural reorganization, to advance substance use, abuse, and addiction-related research. To that end, the National Institute on Drug Abuse (NIDA) and the National Institute on Alcohol Abuse and Alcoholism (NIAAA) will retain their institutional identities, while strengthening their ongoing efforts to work more closely with each other and with related research programs at other institutes and centers.”

The news caught the scientific community by surprise as it had been led to believe that NIH would soon be releasing a draft strategic plan for the new institute as well as a much-anticipated portfolio analysis indicating which areas of the current NIH substance use research portfolio would be included in the new institute. The reorganization had been controversial from the start and while APA never took a position on whether or not NIH should pursue a structural reorganization, we took early and frequent opportunities to question the process. In an oral statement (PDF, 172KB) delivered at the inaugural meeting of the NIH Scientific Management Review Board (the group tasked with evaluating the proposal), Steve Breckler, APA's executive director for science, stated:

“Unless the scientific benefits to a merger are real and measurable, they may not justify the risks to the budget and support we know exists now. So the question we’d ask the Board is, do they really have enough information to invest their valuable time and resources into the consideration of a selective merger of any two institutes to the exclusion of others or other potential organizational constructs that should be the Board’s primary focus?”

In the end, it appears that Director Collins may have arrived at similar conclusions, favoring instead a functional integration of the portfolios under consideration:

“NIH has made significant progress in the last two years, coordinating research on substance use, abuse, and addiction across its various institutes and centers. This progress has bolstered my confidence that NIH can achieve the SMRB recommendations without structural reorganization. Moreover, given budget uncertainties, NIH must focus on advancing the entire biomedical research enterprise. The time, energy, and resources required for a major structural reorganization are not warranted, especially given that functional integration promises to achieve equivalent scientific and public health objectives.”
A brief description of the new Trans-NIH Substance Use, Abuse, and Addiction Functional Integration is available on the NIH Feedback website. In addition, a scientific strategic plan, which emerged from stakeholder input in response to a Request for Information, will be used as a starting point to move integration efforts forward in several areas cited as new opportunities for the basic, prevention and treatment sciences as well as the medical consequences of substance use, abuse and addiction. Importantly, the description of the integration calls for developing evaluation plans for all integrative initiatives, thereby addressing another concern expressed by APA as discussions for the new institute were evolving.

APA has consistently advocated for the NIH substance use, abuse and addiction portfolio to incorporate the full range of existing NIDA and NIAAA research and to fully integrate research on tobacco use, comorbid mental health disorders and other compulsive behaviors.

**PCORI releases funding announcement to support methodology research, prioritizes research topics for future funding**

On Nov. 16 the Patient-Centered Outcomes Research Institute (PCORI) released a funding announcement to support research that addresses methodological gaps in patient-centered outcomes research. The institute will award $12 million for up to 14 contracts that collaborate with patients and stakeholders, address knowledge gaps and advance the field of comparative clinical effectiveness research. This PCORI Funding Announcement (PFA) corresponds to PCORI's fifth priority area, Accelerating Patient-Centered and Methodological Research, from its National Priorities for Research and Research Agenda. The results of these studies will inform future iterations of the PCORI Methodology Report and its standards. (At their Nov. 19 meeting the PCORI Board of Governors adopted the revised Methodology Standards recommended by PCORI's Methodology Committee. A full narrative report providing context for the standards is expected in spring 2013.)

PCORI hosted a free special webinar on Dec. 3 on research funding opportunities for new and community-based medical schools and practice-based research networks, featuring PCORI Executive Director Joe Selby, PCORI Director of Contracts Management Martin Dueñas, American Association of Medical Colleges Chief Scientific Officer Ann Bonham and current PCORI-funded researchers. The webinar was targeted to medical school leaders, research administrators and potential faculty applicants.

On Nov. 12 PCORI released a request for information to gather input on research networks, with responses due Jan. 4. The institute hoped to learn more about the infrastructure landscape and “discover previously unappreciated opportunities that could facilitate meaningful high quality PCOR.” PCORI also issued a related request for proposals this month, for which the deadline to respond has already passed, for a Comprehensive Inventory of Research Networks. See PCORI Executive Director Joe Selby's recent blog post for more background on PCORI's work to build research infrastructure.

PCORI hosted its first patient engagement workshop at the end of October, where participants provided input to help the institute establish procedures for identifying research questions, reviewing research proposals for funding and ensuring patient participation throughout the research process. Ideas at the workshop included the concept of ‘micro-grants’ for building partnerships between patients and researchers and tools for matching researchers with patient partners. An archived webcast of the workshop is available online, along with a blog post about the workshop from PCORI's Director of Patient Engagement Sue Sheridan.
APA nominates psychologists to Tobacco Products Scientific Advisory Committee (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

APA responded to a call for nominations to the Food and Drug Administration’s Tobacco Products Scientific Advisory Committee (TPSAC) by nominating six psychologists noted for their work in tobacco use research. Though the selection process is slow, APA has enjoyed considerable success with previous nominations. Both Dr. Jack Henningfield and Dr. Dorothy Hatsukami served on the inaugural TPSAC with staggered terms; Henningfield left in 2011 and Hatsukami rotates off in January 2013. Dr. Tom Eissenberg, appointed in 2011, is serving a four year term ending in 2015. The TPSAC, authorized as part of the Family Smoking Prevention and Tobacco Control Act of 2009, has been an important vehicle for the application of psychological science to regulatory reform of tobacco control on a variety of issues including mentholated tobacco and public health and the regulation of dissolvable tobacco products. APA thanks those psychologists who have served and continue serving on this important committee.

APA Executive Branch Science Fellowship announcement (1a, 2c, 2g, 3a, 3b, 3e)

Applications were due Jan. 4 for the 2013-2014 APA Executive Branch Science Fellowship program. One or more psychological scientists will spend a full year (beginning September 2013) working as special assistants in a federal science agency on research administration and policy. Previous placement opportunities have included the White House Office of Science and Technology Policy, the National Institutes of Health, the National Science Foundation, the FBI Academy, the Department of Justice, the Department of Defense and the Department of Education’s Institute for Education Sciences. The fellowship offers an invaluable opportunity and is open to APA member psychologists who have completed their doctorates and who are looking to apply their scientific expertise to the executive branch policy arena.

A few faces to watch in the new Congress

Federal elections in November produced some changes around the margins, but control of both houses of Congress is unchanged. The majority Democrats picked up two seats in the Senate for a voting majority of 55-45 (given that the two Independents, Bernard Sanders, I-Vt., and Angus King, I-Maine, chose to caucus with the Democrats). In the House of Representatives, the majority Republicans lost eight seats for a balance of 234-200 (with two races still undecided at press time).

The demographic balance of the newly-elected 113th Congress is different than the 112th, however. Five newly elected Senators are women, bringing the total number of women Senators to 20. Half of the House membership in the new Congress will consist of women and minorities.

While the American Psychological Association gladly works with members of Congress from all backgrounds, members with academic or health backgrounds often have experience with issues that are important to APA. For instance, academics may have experience with the peer review systems of journals and federal granting agencies. Members of Congress with health backgrounds may have worked professionally with psychologists.

Several new members of Congress have held positions in academia or have conducted research. Rep.-elect Bill Foster, D-Ill., has a PhD in experimental physics. U.S. Sen.-elect Martin Heinrich, D-N.M., is an engineer and a booster of the national laboratories in New Mexico. Rep.-elect Dina Titus, D-Nev., has a PhD in political science and taught at the University of Nevada - Las Vegas for 30 years. Rep.-elect Alan Lowenthal, D-Calif., is a psychologist and former state senator, who has worked as a professor at California State University - Long Beach. Rep.-elect Derek Kilmer, D-Wash., was a Marshall scholar from Princeton University; he earned a D. Phil. in the comparative social research program at
Oxford. Foster, Titus and Lowenthal are all returning to Congress after a two-year absence, having lost their seats in the 2010 elections.

Several new members of Congress are health professionals. Reps.-elect Kyrsten Sinema, D-Ariz., and Carol Shea-Porter, D-N.H., are social workers. Rep.-elect Joyce Beatty, D-Ohio, has an MS in mental health counseling. Rep.-elect Brad Weinstrop, R-Ohio, is a podiatrist and former chief of surgery at the Abu Ghraib complex in Iraq (after the scandal involving prisoner abuse). Reps.-elect Raul Ruiz, D-Calif., and Ami Bera, D-Calif., are physicians.

Several new members of Congress have BA degrees in psychology. They include Sen.-elect Mazie Hirono, D-Hawaii, and Reps.-elect Lois Frankel, D-Fla., and Jim Bridenstine, R-Okla.

APA welcomes all new members to the 113th Congress, and wishes to all a civil and productive year.

Update Jan. 24, 2013: Since this story was published, some of the numbers in the first paragraph of the story have changed. Due to resignations, there are now 232 Republicans and 200 Democrats in the House of Representatives. Three members have resigned since the elections were final. They are Jesse Jackson Jr., D-III., Tim Scott, R-S.C., and Joanne Emerson, R-Mo. These vacancies will be filled by special elections.

NIH to implement multiple initiatives to increase diversity of scientific workforce

The Advisory Committee to the Director (ACD) of the National Institutes of Health (NIH) met in December 2012 to discuss how NIH will implement the final recommendations of the ACD’s Working Group on Diversity in the Biomedical Research Workforce (WGDBRW). As previously reported in the Psychological Science Agenda, NIH Director Francis Collins created the WGDBRW in response to an NIH-commissioned article published in Science in 2011 that found that black applicants were less likely to receive an NIH R01 grant than white applicants, even after controlling for a variety of factors. The WGDBRW issued its recommendations in July 2012 and NIH has responded with four approaches for implementing the recommendations.

Over the past year, the WGDBRW explored some of the potential causes for the differential funding success rates observed between ethnic/racial groups and asked for input from the broader scientific community, including the American Psychological Association, as it sought to develop both immediate and long-term strategies for NIH programs that address barriers across five key training and career transition points:

1. Entry into graduate/professional degree programs.
2. Transition from graduate student to postdoctoral research.
3. Transition from a postdoctoral position to the first employment/identification as an independent scientist.
4. Award of the first independent research grant from NIH or equivalent agency in a non-academic setting.
5. Establishment of an independent research program and emergence as a nationally recognized senior investigator.

In response, an Implementation Team was established to determine how NIH could best prioritize and implement the various recommendations and strategies. Speaking to the ACD in December, NIH Deputy Director and WGDBRW Co-Chair Larry Tabak provided an overview of NIH’s attempts to translate the recommendations into four broad initiatives. Tabak reiterated that the “two main goals of these initiatives are to increase the diversity of the NIH-funded workforce because we have compelling evidence that this
will help us accomplish our mission and to ensure that all applicants are treated fairly in the peer review system.”

According to Tabak, the NIH will rely on four interrelated approaches:

1. Create the NIH Building Infrastructure Leading to Diversity (BUILD) Program, which would provide rigorous mentored research experience for approximately 600 undergraduate students per year, two summers during college and up to two years post-graduation, as well as undergraduate tuition scholarships for up to two years and the possibility of loan repayment in graduate school. The program would provide salary offset and infrastructure support for key faculty responsible for undergraduate research training, resources for highly effective mentors to train new mentors, and support for “Innovation Space” to enable organizations to develop novel approaches to increase the diversity of the student pool that enters the PhD training pathway. Eligibility is limited to those sites with less than $7.5 million of NIH research project grant funding annually and at least 25 percent of undergraduate students receiving Pell Grants.

2. Establish the National Research Mentoring Network (NRMN), which will connect students, postdoctoral fellows and faculty with experienced mentors; develop standards of good mentorship in biomedical research; and provide workshops and training opportunities in grantsmanship; as well as other activities. Grantees will engage and assemble multiple individuals and/or organizations into a single, nationwide consortium.

3. Ensure fairness in peer review through examining the potential causes of disparate success rates (such as implicit bias), testing behavioral interventions, providing diversity awareness training for both scientific review officers and members of review panels, and piloting a program that would make grant applications completely anonymous.

4. Increase engagement by all NIH leadership by creating a new chief diversity officer position which will be responsible for coordinating NIH initiatives aimed at enhancing the diversity of the NIH-funded workforce (both extramural and intramural) and oversee a rigorous prospective evaluation of existing NIH diversity programs. NIH is also establishing a working group on diversity to help ensure that diversity remains a core consideration of NIH governance.

As these are initial steps, Tabak was careful to address some of the challenges that remain. “It is crucially important that the committee and the stakeholders throughout biomedical research acknowledge that no one set of initiatives will diversify the workforce overnight. There is tremendous mistrust in the communities that we must engage with and we must work hard to gain their trust. Nothing that NIH can propose to do will be successful unless it is embraced by the extramural partners and biomedical research community. Most importantly, diversifying the NIH-funded workforce and ensuring the fairness of the peer review system are collective responsibilities across every institute and center because we will all benefit.”

**NICHD celebrates 50th anniversary and sets goals for next decade**

On Dec. 5, 2012, the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) hosted a Scientific Colloquium to commemorate the 15th anniversary of its establishment. A webcast of the full program is available and includes talks from National Institutes of Health Director Francis Collins, former NICHD Director Duane Alexander, and a slate of prominent researchers representing the broad spectrum of disciplines supported by the institute.

Speakers discussed developments made possible by NICHD investments in such fields as child development, behavioral and social sciences, pregnancy, genetics, contraception and rehabilitation. The scientific presentations were preceded by a welcome by Timothy Shriver, whose mother Eunice Kennedy Shriver spearheaded the legislation that created the institute.
After celebrating the accomplishments of its first fifty years, NICHD Director Alan Guttmacher released the final version of the NICHD Scientific Vision (PDF, 2MB), which seeks to guide the institute’s scientific investments for the next decade. Guttmacher initiated the Vision Process in 2011 and this document is the culmination of a series of workshops and white papers that received input from nearly 700 experts in the scientific community.

The final Scientific Vision is organized into seven scientific areas:

1. Developmental Biology
2. Developmental Origins of Health and Disease
3. Pregnancy and Pregnancy Outcomes
4. Reproduction
5. Behavior and Cognition
6. Plasticity and Rehabilitation
7. Population Dynamics

The document incorporates an additional cross-cutting theme, the Conduct of Science, which addresses efforts to enhance the diversity of the scientific workforce, the need to support and reward transdisciplinary science and the impact of large data repositories.

For each area, the Scientific Vision includes specific goals that should be achieved in the next decade. For example, for behavior and cognition, “Within the next 10 years, scientists should be able to:

1. Identify 5,000 genetic variants that influence specific behaviors or cognitive traits.
2. Fully understand the neurobiological bases, delineate the full developmental spectrum and trajectories, and identify the key biologic markers for five behavioral or cognitive disorders.
3. Identify the causes of autism spectrum disorder, and begin to employ that knowledge to develop effective and targeted interventions.”

Given the currently restricted budgets across the federal government, it is not clear how much progress can be made on implementing any new programs at NICHD. The American Psychological Association will continue to monitor the impact of the Vision Statement, as well as the recent reorganization of NICHD, on what and how much research is funded by the institute.

Joint council meeting addresses future of NIH substance abuse research

On Dec. 14, NIH held a joint meeting of the National Advisory Council on Alcohol Abuse and Alcoholism, the National Advisory Council on Drug Abuse and the National Cancer Advisory Board to discuss the Trans-NIH Substance Use, Abuse, and Addiction Functional Integration Plan (PDF, 72KB). Dr. Larry Tabak, chair of the Substance Use, Abuse and Addiction Task Force gave a slide presentation (PDF, 247KB) detailing the history of what until recently was expected to be the structural integration of the NIH substance use, abuse and addiction portfolio. He then described recent functional integration activities within both NIDA’s and NIAAA’s Intramural Research Programs as well as examples in the extramural research programs including: a joint funding opportunity announcement for research with veterans; expansion of NIDA’s Seek, Test, Treat and Retain (STTR) HIV initiative to include individuals with primary alcohol dependence; NIDA support of NIAAA’s Longitudinal Adolescent Initiative; and NIDA support for NIAAA’s epidemiologic comorbidity survey research. Citing these existing collaborations as well as budgetary challenges ahead, Tabak stated that NIH now needs to focus its energies on the entire biomedical research enterprise. He then described plans for moving forward, including the development of further initiatives and determination of joint funding targets for
fiscal year 2014 and beyond, noting that progress reports will be provided at the next round of individual advisory council meetings in February.

**NIH continues implementation of IOM’s recommendations for LGBTI health research (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3e)**

The National Institutes of Health (NIH) continued its efforts to expand research on the health of lesbian, gay, bisexual, transgender and intersex (LGBTI) populations with the release in January of the NIH LGBTI Research Coordinating Committee’s (RCC) Plans for Advancing LBGTI Health. The plans are the next step in implementing the recommendations from the 2011 NIH-commissioned study by the Institute of Medicine (IOM), *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding*. The IOM report acknowledged the limited opportunities for conducting NIH-sponsored research on LGBT health and recommended NIH pursue more research on LGBT health issues.

In response to the report, NIH Director Francis Collins established and charged the trans-NIH RCC to consider carefully the report's recommendations and to suggest strategies for how the institutes, centers and offices across the NIH can support research to increase the knowledge base for promoting the health of the LGBT and intersex communities. The RCC conducted a portfolio review of LGBTI research and found research being supported by many of the 27 NIH institutes and centers. It also identified gaps and scientific opportunities across areas of health in such areas as depression, suicide, obesity, cancer risk, long-term hormone use, HIV/AIDS and sexually transmitted infections, and substance use including alcohol, smoking and other drugs.

The plans outlined three initial activities the NIH is taking:

1. Reconstituting the RCC under the leadership of the *Eunice Kennedy Shriver National Institute of Child Health and Human Development* (NICHD) and the National Institute on Minority Health and Health Disparities (NIMHD). The new LGBTI RCC will serve as an established trans-NIH coordinating committee to facilitate and coordinate collaborations and other activities related to LGBTI health across the NIH as well as with other agencies in the Department of Health and Human Services.
2. Providing support for an IOM workshop on “Sexual Orientation and Gender Identity Data Collection in Electronic Health Records.”
3. Encouraging NIH staff to participate in professional development on LGBTI health through activities such as attending meetings, conferences and symposia related to LGBTI health to educate themselves about LGBTI health issues as well as provide guidance to potential investigators on navigating the grant application process.

The current NIH Program Announcements on Research on the Health of LGBTI Populations calls for research that, “describes the biological, clinical, behavioral, and social processes that affect the health and development among LGBTI populations and among their families, and that leads to the development of effective supportive, preventive and treatment interventions and health service delivery methods that will enhance the health and development of these populations.”

The IOM report recommended that NIH create a comprehensive research training program that would raise awareness of LGBT health issues among researchers. It further recommended that NIH encourage researchers to include sexual and gender minorities explicitly in their samples, using the NIH policy on the inclusion of women and racial and ethnic minorities in clinical research as a model. This would prompt researchers to consider these groups more frequently when applying for research grants.
examining a broad range of health outcomes. It is anticipated that the new RCC will examine how these recommendations can be implemented by NIH.

The American Psychological Association (APA) has a long history of urging a more visible NIH commitment to LGBTI health research and inclusion of sexual orientation and gender identity information in surveys and other data collection efforts. In his testimony before the IOM in 2010, Clinton Anderson, APA’s associate executive director for Public Interest, underscored the need for more explicit NIH recognition of the need for additional research on “the nature and development of gender identity and sexual orientation; about their interactions with other biological, psychological, social, and cultural factors; and, especially, their interactions with crucial factors associated with health disparities, such as race/ethnicity, gender, and socioeconomic status.”

APA staff will continue to monitor the implementation and support for LGBTI health research at NIH and across the federal government.

**Application window opens for Tobacco Regulatory Science Fellowship**

On Jan. 9, the Institute of Medicine opened the on-line application for the Tobacco Regulatory Science Fellowship it administers. The fellowship, funded by the Food and Drug Administration (FDA), provides mid-level career scientists an opportunity to learn about regulatory science with a placement in one of six offices at the FDA’s Center for Tobacco Products: Compliance and Enforcement, Health Communication and Education, Management, Policy, Regulations or Science. The fellowship, now in its second year, saw the placement of three fellows last year but will place six from the 2013-2014 competition. The application deadline is Feb. 20 and awardees begin their 12-month fellowship on Sept. 9.

**White House Office of Science & Technology Policy briefs social and behavioral science community (2c, 3a, 3b)**

On Jan. 10, high-level scientists from the White House Office of Science & Technology Policy (OSTP) briefed APA Science Government Relations staff and colleagues on a broad range of issues relevant to the social and behavioral science community. Philip Rubin, PhD, OSTP’s principal assistant director for science, convened the meeting to update representatives from scientific associations on the administration’s neuroscience initiative; OSTP priority areas for the new term related to scientific innovation, infrastructure, education and workforce diversity; and the need for continued engagement from scientific societies as the issue of budget sequestration looms again this spring.

**Advisory Council on National Alzheimer’s Plan meets**

As part of the January meeting of the National Advisory Council on Alzheimer's Research, Care and Services, Richard Hodes, MD, director of the National Institute on Aging (NIA), presented a report on research progress. He announced four awards that NIA will fund via its Alzheimer’s Disease Cooperative Study network. The ADCS, a network of 70 academic and research sites, was established to support the quick and efficient fielding of clinical trials on Alzheimer’s disease. Of the four new awards, one will support a trial on the effects of exercise on mild cognitive impairment. The trial will be led by psychologist Carl Cotman, PhD, of the University of California-Irvine, and Laura Baker, PhD, cognitive neuroscientist at Wake Forest University.

The National Alzheimer’s Plan, published in May 2012, has five primary goals to prevent future cases of Alzheimer's disease and better meet the needs of the many families affected by it:

- Prevent and effectively treat Alzheimer's disease by 2025.
• Optimize care quality and efficiency.
• Expand supports for people with Alzheimer's disease and their families.
• Enhance public awareness and engagement.
• Track progress and drive improvement.

Additional information on Alzheimer’s research supported by the NIA is available in the 2011-2012 Alzheimer’s Disease Progress Report: Intensifying the Research Effort.

**PCORI introduces open innovation challenge**

This month the Patient-Centered Outcomes Research Institute (PCORI) launched its first challenge initiative [<http://www.pcori.org/challenge/>], intended to tap into the expertise of the healthcare and developer communities to help the institute advance “research done differently.” The challenge centers on the development of a patient/research matching system that will connect potential partners interested in seeking funding for rigorous patient-centered outcomes research. Entries can take the form of a conceptual model, an adaptation of an existing matching protocol, a prototype for an entirely new web-based service or app, some combination of these approaches, or something else entirely, and will be judged based on how well they address a number of criteria including technical capacity, usability, scalability and sustainability across diverse populations, the maximization of “patient-centeredness,” and the particular challenges of serving “hard-to-reach” audiences.

In December, PCORI announced $40.7 million in funding over three years for 25 research projects [<http://www.pcori.org/funding-opportunities/funding-announcements/pfa-awards-by-priority-area/>], corresponding with the first funding cycle for its primary research funding announcements [<http://www.pcori.org/funding-opportunities/funding-announcements/>] issued in May. Principle investigators who received funding included four psychologists, all of whom are APA members: David Loring of Emory University, Tim Wysocki of the Nemours Children’s Clinic, David Sandberg of the University of Michigan at Ann Arbor, and Beverly Thorn of the University of Alabama at Tuscaloosa. Several of the funded research topics relate to psychology and behavioral science, including improving psychological distress among critical illness survivors and their informal caregivers, the comparison of care options for young children treated with antipsychotic medicine, optimizing behavioral health homes for adults with serious mental illness, advancing dementia care for rural and Hispanic populations, and community engagement to address depression outcomes disparities. The institute is now accepting applications [<http://www.pcori.org/funding-opportunities/funding-announcements/application-center/?utm_source=PFA+Cycle+III+1%2F15%2F13&utm_campaign=Selby+Year+End+Message&utm_medium=email> for the last of its three funding cycles, and letters of intent are due on February 15.

**OBSSR launches new blog**

On Jan. 22, NIH’s Office of Behavioral and Social Sciences (OBSSR) launched a new blog, The Connector, featuring commentary from OBSSR Director Bob Kaplan, intended to explore a broad range of topics including mHealth, systems science, dissemination and implementation research and the NIH Toolbox. The Connector will keep readers informed of the office's activities, trainings, educational resources and funding opportunity announcements. It will also feature podcasts and videos of conversations with engaging behavioral and social scientists. For more information on this issue contact Pat Kobor.
Pat Kobor of the APA Science Government Relations Office is blogging about the federal budget: With the changes in Congress and renewed focus on reducing the deficit, scientists want more information about how the budget deliberations will affect spending on research. Below are two recent blog entries. For future updates and archives, visit the APA Federal Budget Blog.

Wednesday, January 23, 2013
House Leadership Offers Short-Term Debt Limit Deal

Everyone look away: Nobody can see the debt limit until May 19

On the negative side, this is another short-term fix that will expire in four months, adding another "date of doom" to the calendar. But on the plus side —wow— who expected the House leadership to offer to "suspend" the debt limit? Yes, the debt limit is a creature of Congress, and Congress may, if it chooses, sort of pretend it doesn’t exist. That’s what they’re doing.

The House proposal would suspend the debt ceiling until May 19, which will allow the U.S. to continue to borrow to meet financial obligations without requiring Congress to vote on raising the debt ceiling. But to be clear, the bill does actually increase the debt limit by an amount to be determined later. The increase can then be tied to a specific date, presumably the date they reach agreement, without Congress having to vote to make it so. Transparent? No. But less excruciating? Definitely. All your blogger can say is, wow.

Legislation to effect the House leadership proposal, H.R. 325, will be brought to the House today (Wednesday, January 23, 2013).

There is one additional condition, however. The (majority Republican) House of Representatives has complained that the (majority Democratic) Senate has not produced its own budget in four years (although Senate Democrats are quick to point out that the Senate did pass the Budget Control Act, which sets overall spending ceilings, which is the primary function of a budget). If the House and Senate fail to produce separate budgets by April 15, members’ salaries would be escrowed until the budgets appear.

Speaking of dates of doom, H.R. 325 will neither affect the process nor alter the effective date of the sequester: March 1. The current continuing resolution which funds the government lasts through March 27. And we all know that the Ides of March will fall between those two dates.

Monday, January 14, 2013
More on the American Taxpayer Relief Act, and What Happens Next

Checking under the sofa for a spare $1 trillion

By now, readers who are employed may have received an altered paycheck, and wondered again just how the American Taxpayer Relief Act (ATRA), which was signed by the president early in 2013, changed several tax laws. For example, the payroll tax "holiday" expired, so your check probably reflects increased Social Security withholding.

The White House released information on ATRA that explains its provisions, along with the administration’s take on the legislation.
ATRA raises approximately $620 billion in new revenues and will save more than $100 billion in federal interest payments, according to the Office of Management and Budget. Instead of tackling sequestration directly, ATRA delays sequestration until March 1, 2013, allowing more time for Congress and the administration to negotiate a solution.

Because of the revenues raised, ATRA also reduces the total amount subject to the sequester over the next nine years by $24 billion. So the annual cuts would be smaller, around $107 billion per year instead of $109 billion per year before ATRA. The organization Federal Funds Information for States (FFIS) has released an estimate of the new sequester cuts following enactment of ATRA. Should the sequester take effect in March, FFIS predicts that the cut to non-defense discretionary accounts will be 5.9 percent across the board.

Last year’s uncertain budget picture has become this year’s uncertain budget picture. Federal agencies must continue to plan for the possibility of large 2013 budget cuts, which, if they should happen, would be proportionally more onerous since they would necessarily be distributed over fewer months of the fiscal year.

Keep in mind, to make the threat of spending cuts go away, it will take revenue —approximately $1 trillion to cancel sequestration. And remember it’s very unlikely Congress would go along with a proposal to completely avoid any new spending cuts. The "Boehner Rule" for deficit reduction pushed by the House leadership is $1 in cuts for every $1 in revenue. But wait, there’s more: to stabilize the debt, according to the Center for Budget and Policy Priorities, around $1.4 trillion is needed —the House leadership is very adamant on this principle, though it might quibble with the amount needed. And to raise the debt ceiling for a year (did we mention, Speaker Boehner’s position is, again, $1 of spending cuts for each $1 increase in the debt ceiling) an additional $1 trillion is needed.

That’s right, another wild card is the federal debt ceiling, which must be raised soon —some say, mid-February, others say mid-March— to avoid default on U.S. financial obligations. Although the administration has declined to pursue creative ways of raising the debt ceiling without Congress’s approval (nope, no trillion-dollar coin!) the president has said he will not negotiate with Congress to pay debts the nation has already incurred. The congressional leadership has a different view.

The White House will present its fiscal year 2014 budget a few weeks late, likely in late February. In the meantime, the government is funded via continuing resolution at 2012 levels through the end of March. Congressional appropriations committees are working on completing the 2013 funding bills in the absence of information about whether sequestration cuts will be applied to the bills before the year ends.

It’s all pretty gloomy, and gloomily familiar. But most observers agree that the real dysfunction isn’t that the philosophical and policy differences between parties are so large. The breaking point has been a lack of willingness to compromise and work across party lines. That’s the real significance of the passage of ATRA: the administration and Congress were able to reach agreement (in the classic way that satisfied nobody) and avoided some genuinely bad consequences. So your blogger is thinking of it this way: the financial-policy machinery may be broken, but the players still know their way around duct tape. Sometimes duct tape is all you need.