REPORT
TO
COUNCIL OF
REPRESENTATIVES
FROM
EXECUTIVE OFFICE

AUGUST 2013 – JANUARY 2014
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# APA Goals and Objectives
Approved by Council August 2009

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<th>GOAL</th>
<th>OBJECTIVES</th>
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<td>1. Maximize organizational effectiveness</td>
<td>The APA’s structures and systems support the organization’s strategic direction, growth and success. &lt;br&gt;&lt;br&gt;a. Enhance APA programs, services and communications to increase member engagement and value; &lt;br&gt;b. Ensure the ongoing financial health of the organization; &lt;br&gt;c. Optimize APA’s governance structures and function.</td>
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<td>2. Expand psychology’s role in advancing health</td>
<td>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. &lt;br&gt;&lt;br&gt;a. Advocate for the inclusion of access to psychological services in health care reform policies &lt;br&gt;b. Create innovative tools to allow psychologists to enhance their knowledge of health promotion, disease prevention, and management of chronic disease; &lt;br&gt;c. Educate other health professionals and the public about psychology’s role in health &lt;br&gt;d. Advocate for funding and policies that support psychology’s role in health &lt;br&gt;e. Promote the application of psychological knowledge in diverse health care settings; &lt;br&gt;f. Promote psychology’s role in decreasing health disparities; &lt;br&gt;g. Promote the application of psychological knowledge for improving overall health and wellness at the individual, organizational, and community levels.</td>
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<td>3. Increase recognition of psychology as a science</td>
<td>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. &lt;br&gt;&lt;br&gt;a. Enhance psychology’s prominence as a core STEM (Science, Technology, Engineering and Mathematics) discipline; &lt;br&gt;b. Improve public understanding of the scientific basis for psychology; &lt;br&gt;c. Expand the translation of psychological science to evidence-based practice; &lt;br&gt;d. Promote the applications of psychological science to daily living; &lt;br&gt;e. Expand educational resources and opportunities in psychological science.</td>
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EXECUTIVE OFFICE

L. MICHAEL HONAKER, PHD
DEPUTY CHIEF EXECUTIVE OFFICER
EXECUTIVE OFFICE
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

AMERICAN PSYCHOLOGICAL ASSOCIATION OF GRADUATE STUDENTS

The American Psychological Association of Graduate Students is the voice of student concerns within the APA. APAGS develops, endorses and disseminates information to students about relevant education and training issues, legislative positions and developments, and future directions or changes in the field. APAGS creates and supports opportunities for students in the form of grants and awards, association advocacy work, and a host of developmental activities.

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 more. Visit http://www.apa.org/apags/resources/listservs/index.aspx for further information.

GRANTS AND AWARDS
APAGS funds a variety of prestigious grants 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.

GRADPSYCH BLOG
The gradPSYCH Blog, developed by APAGS, is written for graduate students – and often by graduate students – and provides a welcoming environment for psychology students to share information and learn about new and emerging topics in psychology. Launched in late 2013, the gradPSYCH Blog gives students a welcoming space to voice their opinions through guest columns and comments and provides a wealth of information on such topics as mentoring, integrated healthcare, tips on applying and interviewing for internship, and much more. Visit www.gradpsychblog.org to subscribe.

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 mentors information and guidance on how to create and manage successful mentoring relationships.

**Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Match** *(APA, 2008)* provides resources/information to successfully navigate the internship application process ($19.95 for APAGS members, $24.95 for non-members).

**Succeeding in Practicum: An APAGS Resource Guide** includes information about identifying training goals, selecting practicum placements, supervision, and more.

**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:

Jennifer Doran, MA, Chair
Matthew FitzGerald, MA, MS, Past Chair
Emily Voelkel, MA, Chair-Elect
David Meyerson, MA, Member-at-Large, Practice Focus
Amanda Kraha, BS, Member-at-Large, Research/Academic Focus
Todd Raymond Avellar, MA, Member-at-Large, Membership Focus
Candice Crowell, MS, MEd, Member-at-Large, Education Focus
Laura Reid Marks, MAE, EdS, Member-at-Large, Communications Focus
Jameta Barlow, MA, Member-at-Large, Diversity Focus
Sabrina Esbitt, MA, Chair, Advocacy Coordinating Team
Daniel Reimer, MA, Chair, Convention Committee
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.
- Erica H. Wise, PhD was the winner of the fifth 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

The Office of International Affairs (OIA) is the central conduit for APA’s international activities. The OIA maintains contact with about 100 national psychological associations, with APA’s 7000 international affiliates and members, with the officers of those national associations of psychology that have signed Memoranda of Understanding with APA, and with other international and national organizations as issues arise.

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

**Office of International Affairs**

**Staff**

*Merry Bullock, PhD, Senior Director*

*Sally Leverty, International Affairs Assistant*

*Sharon Asonganyi, Communications and Data Base Manager (from 2/3/2014)*
contributions to the revision process of the WHO-developed International Classification of Disease (ICD10), mental health chapter.

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

The following represents the activities of APAGS for the months of August 2013 – January 2013.

CONFERENCES/MEETINGS

- The APAGS Chair/Board of Directors member attended the Board of Directors meeting, July 30 and August 2, in Honolulu, HI.
- The APAGS Chair, Chair-Elect, and Past-Chair attended the Council of Representatives meeting, July 31 and August 2, in Honolulu, HI.
- APAGS participated in the Committee for the Advancement of Professional Practice (CAPP) meeting, September 6-7, in Washington, DC.
- The APAGS Liaison to the Committee on Disability Issues in Psychology participated in the CDIP meeting, September 20-22, in Washington, DC.
- The Translational Issues in Psychological Science working group met in Washington, DC September 25 to discuss the first two issues of the journal and review materials to train student reviewers.
- Five APAGS representatives attended the Education Leadership Conference, September 27-28, in Washington, DC.
- The APAGS Past-Chair/Board of Directors member attended the Board of Directors meeting, October 11-13 in Baltimore, MD.
- APAGS Chair-Elect attended the Fall meeting of the Association of State and Provincial Psychology Boards, October 16-19, in Las Vegas, NV.
- APAGS liaisons attended the APA Fall Consolidated Meeting to participate in meetings with the following groups: Board of Educational Affairs and Board of Scientific Affairs, November 1-3, in Washington, DC.
- APAGS invited a liaison from the Council of University Directors of Clinical Psychology to attend the Fall Consolidated Meeting.
- An APAGS representative participated in the Central Programming Group for Convention, November 2014 in Washington DC.
- APAGS Chair and Past Chair attended the Board of Directors Meeting, December 13-15, in Washington, DC.
- The APAGS Convention Committee met December 18-19, in Washington, DC, to review program submissions to APAGS for 2014 Convention and to develop programming.
- APAGS sent a representative to the meeting of the National Council of Schools and Programs in Professional Psychology, January 20-25, in New Orleans, LA.
- The APAGS Chair attended the Division Leadership Conference, January 24-26, in Washington, DC.
- The APAGS Assistant Director presented a workshop on finding the right graduate program at the annual meeting of the New England Psychological Association in October 2013, in Bridgeport, CT.
The APAGS Member-at-Large, Membership Recruitment and Retention Focus represented APAGS at the annual midwinter conference of the National Council of Schools and Programs of Professional Psychology in New Orleans, LA, January 20-25, 2014.

**ADVOCACY**

- **2d** - Working with Education GRO staff, APAGS spearheaded APA’s advocacy on student debt in Summer and Fall 2013, resulting in the second highest yield of all advocacy alerts issued across three Directorates. More than 5,000 emails to elected officials were generated, which may have helped keep interest rates on graduate student loans fair and closer to other higher education interest rates when Congress passed the Bipartisan Student Loan Certainty Act of 2013.

- **3c, 3d** - Several former members of the APAGS committee and two APAGS staff members participated in the development of a journal article about APAGS’ response to the internship crisis, which was accepted for publication in late 2013 by *Training and Education in Professional Psychology*.

- **2a** – As part of APA’s 2013 Education Leadership Conference, held September-October 2013, five APAGS leaders went to Capitol Hill to advocate for the reauthorization of the Garrett Lee Smith Memorial Act, which provides grants for colleges and universities to better serve the mental health and substance use needs of their students, improve screening for suicidal behaviors, and improve the visibility of services on campus.

- **1a** - APAGS was able to negotiate a student discount on APA’s PsycAdvocate training modules and marketed these to members of its Advocacy Coordinating Team.

- **1a** - Thanks to ITS, APAGS is now using a custom-built portal to manage its Advocacy Coordinating Team (ACT). Each member of ACT has a unique login and password. The portal contains a live directory of campus representatives and state and regional advocacy coordinators; a “good ideas bank” to upload and search for advocacy projects; a section to upload monthly reports; and a dashboard with snapshots of ACT’s growth, impact, and outstanding leaders of the month.

- **1a** - APAGS-ACT has a new system of distributing 28 awards annually to honor the hard work of student advocates as well as professionals in education and training who support student involvement in advocacy.

- **2d, 2f, 3a** - APAGS disseminated more than two dozen information alerts through the APAGS Advocacy Coordinating Team between July 2013 and February 2014. It also disseminated every timely action alert from each of its four directorates.

**DIVERSITY**

- **2f** - APAGS appointed Philip Keck, MA, to serve as the APAGS liaison to the Committee on Disability Issues in Psychology.

- **1a** - APAGS-CEMA hosted its second-annual Conversation Hour on applying to the Minority Fellowship Program on December 11, 2013, with over 30 prospective applicants, three members of APAGS leadership (two of whom are minority fellows), and the Director of APA’s MFP Office.

- **1a** - APAGS-CEMA posted many short training videos on topics that frequently arise for psychology students related to diversity and cultural competency. These videos offer expert
lectures, webinars and multimedia pieces to help learners increase their competencies related to race, ethnicity, culture and other topics.

- **1a** - APAGS-CEMA is currently collecting and editing self-made videos from psychology professors of color providing preparatory advice and personal anecdotes about entering academia beyond graduate school.
- **1a** - The APAGS-CLGBTC mentoring program is midway through its largest year-long mentoring program ever, with over 65 pairs of mentors and mentees. The committee has strengthened the matching and consultation process and developed a closed-group listserv for members to support each other.
- **1a** - APAGS-CLGBTC is currently working on the development of four training videos (to add to our existing two) to support sexual and gender minority graduate students and allies. In addition, the subcommittee is working on an updated *APAGS Resource Guide for LGBT Students in Psychology*, last published in 2006.
- APAGS-CLGBTC met informally with APA-CLGBTC at Convention 2013 to discuss opportunities for collaborative ventures.
- APAGS has begun exploring ways that is serves all underrepresented and marginalized graduate students and how it can best engage in advocacy and representation using an anti-oppression, critical-consciousness framework.

**Student Resources**

- **1a, 3c, 3d, 3e** - The working group for the APAGS-developed Journal *Translational Issues in Psychological Science* began developing procedures at its September 2013 meeting.
- **1a** - APAGS held an APAGS on the Road event at Howard University in Washington, DC, September 28. Approximately 40 students attended to hear discussions of how to start a private practice, alternative careers, and loan repayment.
- **1a** - APAGS organized a working group to develop a position statement and resources on mentoring.
- **1c** - The APAGS Division Student Representative Network (DSRN) has 70 student leaders from all but three APA divisions. Now in its eleventh year, the APAGS-DSRN will offer its first ever training webinar to support students in division leadership positions, as well continue its annual Convention luncheon for division student representatives to network, collaborate, and receive expert advice.
- **1a** - The APAGS office co-led two workshops with the Education Directorate for undergraduates and prospective graduate students at the APA Building in Fall 2013. The first workshop in October was titled “Finding the Right Graduate School for Me.” The second workshop in November was titled “Applying to Graduate School and Paying for It.” The third workshop in our series will be called “Graduate School Interviews and Deciding Which Program is Right for Me,” scheduled for February 25, 2014. The events have attracted more than twenty students each time from several surrounding states. Plans are in the works to record several stand-alone segments of these workshops in a studio environment, and make this information available on the APA website later this year.
- APAGS continues to disseminate materials to educate applicants to doctoral programs about objective and subjective factors that make programs the “right fit” for individual applicants. APAGS recently a one-page primer and corresponding worksheet on “Finding the Right Graduate Program for Me” on its website.
• **1a** - APAGS continues to promote financial literacy and increase awareness about graduate student debt. At Convention in Honolulu, APAGS members were invited to place a sticker on a board indicating their level of debt, which generated many conversations and led to the provision of many resources related to loan forgiveness and repayment. In Fall 2013, APAGS posted its financial literacy and loan repayment forgiveness handouts online on our resource page.

**Grants and Awards**

• **1a** - APAGS awarded the following grants and awards in December 2013:
  
  o **APAGS/Psi Chi Junior Scientist Fellowship**
    - Lauren Breithaupt – *George Mason University*
    - Nikoleta Mitkova Despodova – *CUNY Graduate Center*
    - Rebecca Hofstein Grady – *University of California-Irvine*
    - Charles Joseph Lynch, Jr. – *Georgetown University*
    - Jennifer Kay MacCormack – *University of North Carolina, Chapel Hill*
    - Stephanie Manasse, *Drexel University*
    - Caterina Britt Mosti – *Drexel University*
    - Alison Gilson Nagel – *University of Virginia*
    - Joshua Whiffen – *Purdue University*
  
  o **Committee on Ethnic Minority Affairs Training Grant**
    - Jessica Vazquez – *University of South Florida*
  
  o **Disabilities Training Grant**
    - Jessica A. Joseph – *The New School for Social Research*
  
  o **Teaching Excellence in Psychological Science Award**
    - Clarissa Richardson – *University of Florida*
    - Megan Alice Smith – *Purdue University*

**Social Media**

• **1a** - APAGS developed a new blog in December 2013, the *gradPSYCH Blog*, which has more than 160 subscribers and provides a space for graduate students to sound off through guest columns and comments as well as get information on psychology education and training, advocacy, leadership opportunities, self-care, mentoring and hot topics in the field of psychology.

  - The APAGS Facebook fan page has over 11,500 likes and is growing daily.
  - The APAGS Twitter page has over 4,295 followers.

**Organizational Policies**

• **1c** - APAGS discussed reorganizing its structure in several ways, including potentially changing the foci of the Member at Large roles and consolidating two of its committees.

• **1c** - APAGS completed the self-guided study for the Implementation Working Group at the Fall Consolidated Meeting. APAGS would like to continue reporting to the Board of Directors, and serves as a model for use of technology in the association.

**Public Comments**

• APAGS provided comments to the Commission on Accreditation (CoA) on public disclosure data for students applying for APA-accredited internships.
• 2d - APAGS recommended that APA endorse the document *Health Service Psychology: Preparing Competent Practitioners.*

• 2d - APAGS recommended that APA endorse the *Guidelines for Competency-Based Clinical Supervision in Health Service Psychology Education and Training Programs.*

• 2d - APAGS recommended that APA endorse the *Competencies for Psychology Practice in Primary Care.*

• APAGS established a working group to comment on the proposed Standards of Accreditation developed by the Commission on Accreditation. This working group will develop the draft APAGS response to be released by May 2014.

**APA Convention**

• 1a - APAGS hosted more than 30 sessions at this year’s annual APA Convention. Topic areas included an Internship Series, diversity, advocacy, research funding, publication and peer review, mentoring, alternative career paths, and licensure.

• APAGS turned 25 this year. Celebrations included a social event at the Modern Hotel in Hawaii and a session with founders David Pilon and Scott Mesh highlighting the impetus and establishment of APAGS.

**New APAGS Governance**

• APAGS welcomed newly elected members whose terms began August 2013:
  o Chair-Elect: Emily Voelkel, MA, *University of Houston*
  o Member-at-Large, Communications: Laura Reid Marks, MAE, EdS, *Purdue University*
  o Member-at-Large, Education: Candice Crowell, MS, MEd, *University of Georgia*

• APAGS welcomed newly appointed Subcommittee Chairs whose terms began August 2013:
  o ACT Chair: Sabrina Esbitt, MA, *Ferkauf Graduate School of Psychology, Yeshiva University*
  o Convention Chair: Daniel Reimer, MA, *University of Nevada, Reno*
    Science Chair: Alexa Lopez, MA, *The University of Vermont*

**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 2013 (Please see the Ethics Committee annual report in the July/August 2014 issue of *American Psychologist* for complete details of educational programs offered.) (1a)

• Erica H. Wise, PhD was the winner of the fifth 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 spring of 2014, the Ethics Office and Committee will discuss plans for the 2014 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 and two winners were selected. The two winning papers were “Ethical Considerations for Psychologists Taking a Public Stance on Controversial Issues: The Balance Between Personal and Professional Life” by Angela M. Haeny, MA from the University of Missouri-Columbia, and Christine M. Paprocki, MA of the University of North Carolina Chapel Hill for her paper “When Personal and Professional Values Conflict: Ethical Considerations and Trainee Perspectives.” (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 2013 meeting, the Ethics Committee made plans to continue this initiative at its 2014 Convention programming. Additionally, the Ethics Committee reserves time at each of its meetings to consider some aspect of diversity identified in the Ethics Code. At its November 2013 meeting, the Committee held a discussion with Tiffany Townsend, Senior Director of the office of Ethnic Minority Affairs from the Public Interest Directorate at APA, regarding what can be done to increase membership enrollment and participation from members of the four ethnic minority psychological associations in order to help bring about more diversity within APA governance. (2e, 2g)

**ADJUDICATION**

- The Ethics Office provides staff support for the Ethics Committee, which last met in November 2013. A complete description of the adjudication program, including statistics regarding all stages of ethics complaint processing in 2013, will be published in the July/August 2014 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
Office of International Affairs

1. The activities of the office since August 2013 are summarized below under the following headings:

2. Promoting international collaboration and exchange (Goals 1a; 3e, 2c, 2e, 2g)
   a. International Conferences
   b. Workshops and meetings
   c. APA and International Partners: MOU Program
   d. Hosting International Colleagues: Visitors Program (Goal 2e)

3. Resources for International Activities
   a. Grant programs

4. International Outreach (Goals 1a, 2b, 2e, 3b, 3d, 3e)
   a. Contact with Organizations
   b. Information & Materials (Goal 1a)

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

6. Special Project – WHO ICD Revision

1. Promoting international collaboration and exchange (Goals 1a; 3e, 2c, 2e, 2g)

International meetings, conferences and professional visits

- APA President Donald Bersoff and OIA staff attended the Colombian Psychological Society annual meeting (COLPSIC 2013), Bogota Colombia. In addition to keynote addresses and broad discussion with Conference attendees, Bersoff and OIA staff met with the COLPSIC executives to discuss next steps in MOU agreement activities.
- APA sponsored its second professional visit to Cuba in November 2013. Fifteen psychologists, including OIA staff and Staff from the Continuing Education office, spent 6 days in Cuba learning about the Cuban health system, and meeting with colleagues in Cuban psychology associations, clinics, and the university. A follow-up trip for November 2014 is planned. For more about this visit, see “APA sponsors second professional visit to Cuba” (http://www.apa.org/international/pi/2013/12/visit-cuba.aspx).
- OIA staff participated in “Building Infrastructure for International Collaborative Research in Social and Behavioral Sciences,” a workshop held at the National Academies of Sciences, September 23-24, 2013 (Panel Chair and participant).
- OIA staff attended a planning meeting for CRCP2014 (the Caribbean Regional Conference of Psychology, to be held in November 2014 in Paramaribo, Suriname).
- The OIA director attended a meeting of the International Council for Science (ISCU) Committee on Freedom and Responsibility in Science (the committee produces working
papers, definitions, and notes on issues involving free circulation of scientists, integrity in science, human rights of scientists, and research notes).

**APA and International Partners: MOU Program**

- During its Cuba visit, APA President Suzanne Bennett Johnson signed a Memorandum of Understanding between APA and the two Cuban Psychology Associations: the Sociedad Cubana de Psicología and the Sociedad Cubana de Psicología y la Salud.
- Along with CIRP member Jean Lau Chin, APA began to develop a leadership network with interested MOU partners. The network submitted a presentation for the International Congress of Applied Psychology (ICAP) to further discussion on the scope and purpose of such a network.

**Hosting international colleagues: Visitors Program (Goal 2e) MOU Program**

- Ezequiel Benito, President of the Argentina Association for the Advancement of Psychological Science visited the APA offices and held discussions with the Executive Office, Science, Public Interest, Government Relations, and APAGS directorates/offices.

2. **Resources for International Activities (Goals 1a; 3e, 2c, 2e, 2g)**

**Grant programs to encourage international exchange and development**

The OIA manages APA grant programs to promote international exchange among individuals and to promote the development of psychology internationally. Activities since August 2013 include:

- APA International Conference Registration Award provides awards for APA members and student affiliates of up to $400 for psychologists to attend international conferences. In 2013, 18 awards were given for US psychologists and students to attend conferences in Austria, Australia, the Czech Republic, Peru, Portugal, Singapore, Spain, and Switzerland.
- APA encourages international colleagues to attend the APA convention with competitive Convention Travel Awards for International Attendees. In 2013, 18 awards were given to international attendees from Argentina, Australia, Brazil, China, Colombia, Greece, India, Nigeria, Paraguay, the Philippines, Singapore, and Taiwan. Fifteen awards were to students or early career applicants.

3. **International Outreach: Goals 1a, 2b, 2e, 3b, 3d, 3e**

**Contact with international organizations**

- APA and the OIA maintain an active liaison relationship with a number of international psychology organizations, including the International Union of Psychological Science (through its National Member, the USNC Psychology/IUPsyS), the International Association of Applied Psychology (IAAP), the International Council of Psychologists (ICP), the Interamerican Society of Psychology (SIP), the Iberoamerican Federation of Psychology (FIAP) and the European Federation of Psychology Associations (EFPA).

**Information & Materials:** 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
4. 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 met during Round 1 of the 2013 fall consolidated meetings. The members of the committee were Bonnie Nastasi, PhD, and Tina Richardson, PhD (co-chairs); 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.

5. Special Project – WHO ICD Revision (Goals 3a,b,c,d,e)

The Office of International Affairs administers the grant provided by APA to the International Union of Psychological Sciences to cover the costs of a psychologist Senior Staff Expert at WHO, who is in charge of the revisions to the mental health chapter and to other relevant chapter sections of the International Classification of Disease (ICD). This project began in 2008 and has been extended through 2014. This is the first time that psychology and behavioral sciences have been directly tied into the revision process. The ICD 11 is expected to show improved clinical utility and to be more aligned conceptually to current psychosocial models of behavioral functioning.
The Board of Directors and the Committee on International Relations in Psychology co-sponsored a convention symposium organized by the WHO staff expert. The session featured psychologists who have key roles in conducting field studies in all global regions and multiple languages. As examples, programs of field studies being undertaken in Spanish-speaking countries and in the Arab region were described, along with preliminary results from those efforts.
EDUCATION DIRECTORATE

CYNTHIA BELAR, PHD
EXECUTIVE DIRECTOR
EDUCATION DIRECTORATE
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

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

- As part of a multifaceted effort across the discipline and within APA to address the significant imbalance in supply and demand for accredited internships, APA awarded $800,000 in seed funding to 41 internship programs seeking APA accreditation. APA’s Council of Representatives established the grant program, voting to allocate up to $3 million over three years to create more accredited internship positions and to promote quality training for professional practice. The next cycle of funding is expected to open in February 2014. (page 24)

- The annual APA Education Leadership Conference (ELC) was held September 28 - October 2, in Washington, DC, with the theme “Ethics and Education”. 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 discussed ethics in the context of teaching, clinical supervision, administration and training in research ethics. Also examined were innovations in the teaching of ethics. (page 24)

- Dr. Cynthia D. Belar attended the October 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 assessing health professional education. (page 25)

- The Education Directorate has entered into a partnership with the Association of American Medical Colleges (AAMC) to create a set of free, online, peer-reviewed teaching materials to be used in the preparation of tomorrow’s health professions workforce called the MedEdPORTAL.
Dr. Barney Beins, of Ithaca College, has accepted the role of inaugural associate editor for the collaboration. For more information visit: https://www.medportal.org. (page 25)

- Dr. Belar represented APA on the Executive Committee and as the Co-Chair of the Patient-Centered Primary Care Collaborative’s (PCPCC) Education & Training Task Force and assisted in the development of the recently launched free online database that identifies innovative primary care workforce training programs throughout the U.S. (page 25)

**Governance Committees and Taskforces**

- In August, Council of Representatives approved the revised *Guidelines for the Undergraduate Psychology Major: Version 2.0*. The *Guidelines* includes developmental levels of student learning outcomes at a “foundation” level, which represents the completion of approximately the first four courses in the major, and at a “baccalaureate” level, which represents expectations for achievement at the conclusion of an undergraduate program. (page 26)

**Education Advocacy Initiatives**

- Working with key APA advisors, Drs. Louise Douce, Jan Collins-Eaglin, and Dan Jones, along with colleagues from the Student Affairs Administrators in Higher Education (NASPA) and American Council on Education (ACE), the Education Government Relations Office (EdGRO) is supporting the development of an issue brief reviewing current trends in college student mental health and highlighting efforts that contribute to student well-being. This partnership came about at the urging of the Vice President in advance of the National Dialogue on Mental Health held at the White House in June 2013. (page 29)

- The PsycAdvocate® Training series became available online in December through the APA Office of Continuing Education. These highly interactive advocacy training modules are a joint collaboration between the APA Education and Public Interest Government Relations Offices. The modules are designed to provide psychologists, psychology students/trainees and others the skills to become effective public policy advocates at the federal, state and local level. Information on each of the five modules is presented in a dynamic learning format that includes interactive Q&A, demonstrations, and links to key policy resources. Further information is available at: http://www.apa.org/ed/ce. (page 29)

**Directorate Programs in Education**

**Enhancement of Psychology in Education**

- Coalition members Drs. Steven Pritzker, James Kaufman, and Ron Beghetto have developed an online module addressing “Creativity in the Classroom”. Through the use of interviews with renowned scholars in the field and practice based narrative, this module gives an overview of the use of creativity in a classroom context as well as supplies teachers with strategies to use creativity every day to enhance academic outcomes. This project will be completed by spring 2014 and will be featured on the APA website via YouTube. (page 30)

- The Office of the Center for Psychology in Schools and Education (CPSE) reached the outcomes from the National Science Foundation (NSF) funded grant to investigate Science, Technology,
Engineering, and Math (STEM) talent development. The goal of this study was to identify variables from the secondary school years that contribute most to maintaining student commitment to a career in science, mathematics, and technology (SMT) by way of completing an undergraduate STEM degree. (page 31)

**Enhancement of Education in Psychology**

- Staff produced and distributed two issues of the *Psychology Student Network* (PSN) newsletter. This newsletter was sent to more than 10,000 undergraduate psychology students who are APA Student Affiliates. The purpose of this online newsletter is to share information about undergraduate issues and concerns, careers in psychology, and special opportunities for students. The PSN can be accessed at [http://www.apa.org/ed/precollege/psn](http://www.apa.org/ed/precollege/psn). (page 33)

- To help faculty prepare students who plan to take the new version of the Medical College Admission Test (MCAT) in 2015, Drs. John Norcross and Robin Hailstorks (Director of the Precollege & Undergraduate Office) prepared an online briefing to discuss the changes in the MCAT and in particular, the new sections on psychological, social, and biological foundations of behavior. (page 34)

- In September 2013, the National Council for the Social Studies (NCSS) published *The College, Career, and Civil Life (C3) Framework for Social Studies State Standards: State guidance for enhancing the rigor of K-12 Civics, Economics, Geography and History*. This document provides a framework for social studies in K-12 schools, and includes an appendix on psychology skills and concepts, developed by an ad hoc APA working group. The C3 Framework joins the Common Core State Standards for Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) as national guidelines for social studies, math, English language, and science education in our nation’s schools. (page 34)

- The Education Directorate and the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) held a first live webcast for psychology teachers. Dr. Rob McEntarffer, of Lincoln Public Schools (Lincoln, NE) presented “Does That Psychology Demonstration Really Work?” on formative assessment. (page 35)

- Live webcasts on the “Psychological Report Writing: Resources, Research”, and “Strategies and Competencies for Psychological Practice in Primary Care” were held in November and December. Nearly 400 individuals registered to participate in each. The webcasts were recorded and are available through the APA Online Academy as an on-demand video at [http://apaonlineacademy.bizvision.com](http://apaonlineacademy.bizvision.com). (page 37)

- The APA Office of Continuing Education in Psychology (CEP) offered a new video project: “Conversation in Ethics for Psychologist Managers”. This project, in collaboration with Society of Psychologists in Management (SPIM), was comprised of four conversations with psychologists who are expert psychologist-managers. Drs. Richard Ponton and Marlene Thorn facilitated the discussions and focused particularly on the ethical considerations of psychologists who are in leadership positions. (page 41)
QUALITY ASSURANCE IN EDUCATION AND TRAINING

- The Continuing Education Committee (CEC) approved 52 new organizations as sponsors of continuing education at its September 2013 meeting. There are currently 791 APA-approved sponsors of continuing education. (page 41)

- At the end of this reporting period, there were 952 accredited programs in professional psychology: 376 doctoral programs (237 clinical, 69 counseling, 61 school, and 9 combined), 481 internship training programs, and 95 postdoctoral residency training programs (52 traditional and 43 specialty practice area). (page 42)

- At the fall Commission on Accreditation (CoA) meeting, the CoA approved the proposed Standards of Accreditation in Health Service Psychology (SoA) which are now available for public comment from January 16, 2014 through July 7, 2014. Please visit the Accreditation webpage at http://www.apa.org/ed/accreditation for further information about the revision process or to view the SoA and comments received to date, visit the Accreditation Public Comment System directly at http://apps.apa.org/accredcomment/default.aspx. (page 42)
**EDUCATION OUTREACH INITIATIVES**

- **APA Grants For Internship Programs**
  In 2013, APA awarded $800,000 in seed funding to 41 internship programs seeking APA accreditation. APA’s Council of Representatives established the grant program, voting to allocate up to $3 million over three years to create more accredited internship positions and to promote quality training for professional practice. The next cycle of funding is expected to open in February 2014.

  The grants are part of a larger, multifaceted effort across the discipline and within APA to address the significant imbalance in supply and demand for accredited internships. Since funding began in December 2012, 73 internship programs have received funding. Among those, Marin County Health and Human Services and Waianae Coast Comprehensive Health Center received accreditation and ten other programs have pending accreditation applications.

  When the 73 awarded programs attain APA accreditation, more than 305 positions will be added to the pool of accredited psychology internships. BEA expects that all programs that received grant funding will apply for APA-accreditation within their declared timeframe. (1a, 2b, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- **The 2013 Education Leadership Conference**
  The annual APA Education Leadership Conference (ELC) was held September 28 - October 2, in Washington, DC, with the theme “Ethics and Education”. 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 discussed ethics in the context of teaching, clinical supervision, administration and training in research ethics. Also examined were innovations in the teaching of ethics.

  At this year’s ELC nearly 100 attendees participated in 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 Garrett Lee Smith Memorial Act (GLSMA) Reauthorization of 2013 - a nationwide grant program for states, tribes, institutions of higher education, and other organizations. The act supports a suicide prevention technical assistance center and suicide prevention programs on college campuses. On the conference’s last day, participants headed to Capitol Hill to advocate for psychology’s educational priorities in Congress. Despite the government shutdown, participants made about 150 visits to elected officials and staff.

  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 2013**  
The newest edition of the *Educator* was published in December 2013. This issue highlighted the recent ELC; a review of 2013 developments from Executive Director, Dr. Cynthia D. Belar; an introduction of legislation to reauthorize campus suicide prevention programs; 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 attended the October 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 assessing health professional education. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

- The Education Directorate has entered into a partnership with the Association of American Medical Colleges (AAMC) to create a set of free, online, peer-reviewed teaching materials to be used in the preparation of tomorrow’s health professions workforce. Dr. Barney Beins, of Ithaca College, has accepted the role of inaugural associate editor for the collaboration. MedEdPORTAL Publications has served over 10,000 national and international health education institutions spanning 198 countries. Users have represented medicine, dentistry, nursing, pharmacy and public health — with an average of 2,400 downloads recorded each month. Calls for submissions and peer reviewers will occur in early 2014. For more information visit: [https://www.mededportal.org](https://www.mededportal.org). (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3e)

- Dr. Belar represented APA on the Executive Committee and as the Co-Chair of the Patient-Centered Primary Care Collaborative’s (PCPCC) Education & Training Task Force and assisted in the development of the recently launched free online database that identifies innovative primary care workforce training programs throughout the U.S. It focuses specifically on programs that emphasize interprofessional, comprehensive, care team models, which are optimal for emerging delivery models, such as patient-centered medical homes (PCMHs) and Accountable Care Organizations (ACOs). The database includes more than 100 programs from a range of institutions, including academic medical centers, community health centers, integrated health systems, and universities. The database was developed under the leadership of PCPCC’s Education & Training Task Force. Access the database at [http://www.pcpcc.org/training](http://www.pcpcc.org/training). (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

**Governance Committees and Taskforces**

- **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 developing a survey about Undergraduate Study in Psychology (USP) with the goal of creating a comprehensive
database similar to the APA’s *Graduate Study in Psychology*. APA launched the survey in January 2014. Reports summarizing the data will be available in 2014. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**BEA Task Force on Psychology Major Competencies**
In August, Council of Representatives approved the revised *Guidelines for the Undergraduate Psychology Major: Version 2.0*. The *Guidelines* includes developmental levels of student learning outcomes at a “foundation” level, which represents the completion of approximately the first four courses in the major, and at a “baccalaureate” level, which represents expectations for achievement at the conclusion of an undergraduate program. In addition, the *Guidelines* includes an emphasis on the psychology major as providing students with a strong liberal arts education for assuming a position in the workforce following graduation. [http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf](http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf) (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 Dr. Regan Gurung, of the University of Wisconsin- Green Bay, held regular conference calls and updated drafts of documents about the domains of the introductory psychology course. In January 2014, Dr. Gurung presented on a *Blueprint for Teaching Introductory Psychology: National Guidelines and Better Practices at the National Institute on the Teaching of Psychology (NITOP)*. When the Working Group has completed its recommendations or guidelines to respond to its charge, a report will be provided to BEA for review. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)**
CRSPP held their meeting on September 25-26, 2013. CRSPPP reviewed one application for recognition of an organization that provides certification in specialties and proficiencies in professional psychology. In addition, CRSPPP also reviewed and discussed comments received to the proposed changes to the *Proficiency Principles in Professional Psychology*. Also discussed was the self-guided activity for APA boards and committees. (1a, 1c, 3a, 3b, 3c, 3d, 3e)

**APA Designation Committee for Postdoctoral Education and Training Programs in Psychopharmacology for Prescriptive Authority (“RxP Designation Committee”)**
The RxP Designation Committee held their meeting on October 4-5, 2013. The group reviewed and voted to designate the Clinical Psychopharmacology Postdoctoral MS Program at the California School of Professional Psychology and MS Program in Clinical Psychopharmacology, Fairleigh Dickinson University. Both were designated for three years. (1a, 1c, 2b, 2c, 2e, 2g, 3a, 3c, 3d,)

**Continuing Education Committee (CEC)**
The Continuing Education Committee held its fall meeting in September. The agenda included discussion and development of materials for applicants and sponsors related to the principles for evidence-based continuing education outlined in the recently approved APA policy, Quality Continuing Education and Professional Development Resolution. The CEC met with their liaison
from the Board of Directors, Dr. Susan McDaniel, during that meeting the challenges of not having an electronic application submission system were discussed. (1a,1b, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

**EDUCATION ADVOCACY 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.

**BUDGET & APPROPRIATIONS ISSUES**

- **2014 GPE Update**
  Congress approved more than $7 million in the mental and behavioral health program at the Health Resources and Services Administration (HRSA), which last year was funded at $2.3 million after being reduced through across the board sequestration cuts. The legislation also transfers another social work training program under the same budget line, so not all of those funds will support GPE, but, appropriations staff have indicated this is intended as an increase for GPE. Education GRO is once again organizing its Congressional Hill Visit campaign to bring constituents to Washington, DC to meet with key appropriators. They will advocate for continued federal investments in this important psychology training program. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **2014 MBHET Update**
  House and Senate appropriators rejected the Obama Administration’s narrow focus of its $35 million one-year investment in the joint Substance Abuse and Mental Health Services Administration (SAMHSA) and HRSA Mental and Behavioral Health Education and Training Grant
Program. Rather than focusing those investments solely on master’s level providers as the Administration had proposed, Congress recognized the importance of doctoral level psychology and included APA requested language directing SAMHSA and HRSA to include psychology doctoral interns in the program and also directed the agencies, “to ensure that the funding opportunities are distributed relatively equally amongst the aforementioned health professionals.” (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

**Authorizing Legislation**

- **Garrett Lee Smith Memorial Act (GLSMA) Reauthorization**
  As part of the Education Leadership Conference, the Education Government Relations Office (ED-GRO) staff prepared nearly 100 participants to visit their congressional delegations on the Hill to garner support for federally funded suicide prevention programs on campuses. Attendees spent time learning about the federal legislative process and the Garrett Lee Smith Memorial Act of 2013, which has supported youth suicide prevention grants in 49 States, 48 Tribes or Tribal organizations, and 138 institutions of higher education since 2004 and helps to support counseling centers on campus. A bipartisan bill was introduced earlier this Congress in the Senate by Senators Jack Reed (D-RI) and Lisa Murkowski (R-AK) and bipartisan legislation was also introduced in the House of Representatives in July 2013 by Rep. Bill Cassidy, MD (R-LA) and Rep. Danny K. Davis (D-IL). ELC participants took part in a day of advocacy and went to the Hill to request that their own Representatives and Senators cosponsor this important legislation, meeting. with more than 150 offices, Their efforts increased the number of co-sponsors in both the House and the Senate and there are now 27 House and 24 Senate co-sponsors. In addition, Education GRO issued an action alert to its grassroots network to call on additional Members of Congress to cosponsor this important legislation. More than 910 individuals responded to the alert and sent 293 additional requests for cosponsors in late October. This grassroots action is on-going. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Higher Education Act Reauthorization**
  In response to a letter to Education Stakeholders from the Chairman and Ranking Member of the House Education and the Workforce Committee, APA’s ED-GRO submitted recommendations for the reauthorization of the Higher Education Act on August 19th, 2013. These recommendations were developed in coordination with all APA Directorates and APAGS. They include suggestions for: strengthening support for graduate students; maintaining investments in student support services; improving accreditation through the adoption of recommendations developed by Association for Specialized and Professional Accreditation (ASPA) and improving teacher preparation by advancing BEA’s upcoming Task Force Report entitled, “Applying Psychological Science to Data Analysis for Continuous Teacher Preparation Program Improvement.” In addition, ED GRO has submitted comments to the Senate Health, Education, Labor and Pensions Committee in response to a request from the Committee seeking recommendations to improve the Higher Education Act. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
**Education Advocacy Grassroots Activities**

- **Advocacy Training at the National Council of Schools and Programs of Professional Psychology**
  In January, Karen Studwelle, Director of Education Government Relations, and APA’s Grassroots Consultant Sheila Forsyth headed to New Orleans to conduct an interactive advocacy training workshop at NCSPP’s annual meeting. Participants learned not only how the federal legislative process works, but how to communicate effectively with policymakers in the midst of tight budgets. As the theme of the conference was social justice, attendees learned about APA’s historical commitment to the pursuit of social justice and its efforts to pass the Employment Non-Discrimination Act and the need to support the Graduate Psychology Education program, which provides supervised mental and behavioral health services to vulnerable and underserved populations. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **American Council on Education (ACE), the Student Affairs Administrators in Higher Education (NASPA) and APA Partnership**
  Working with key APA advisors, Drs. Louise Douce, Jan Collins-Eaglin, and Dan Jones, along with colleagues from NASPA and ACE, ED GRO is supporting the development of an issue brief reviewing current trends in college student mental health and highlighting efforts that contribute to student well-being. Working with ACE partners, it is the goal of this team to advance the issue of college student mental health with college and university presidents and campus leaders. Working on a tight timeline, the final printed issue is tentatively scheduled to be released in March of 2014. ELC participants were updated on the project by key contributors. This partnership came about at the urging of the Vice President in advance of the National Dialogue on Mental Health held at the White House in June 2013. (1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **PsycAdvocate® Training Modules**
  The PsycAdvocate® series became available online in December through the APA Office of Continuing Education (CE). These highly interactive advocacy training modules are a joint collaboration between the APA Education and Public Interest Government Relations Offices. The modules are designed to provide psychologists, psychology students/trainees and others the skills to become effective public policy advocates at the federal, state and local level. Information on each of the five modules is presented in a dynamic learning format that includes interactive Q&A, demonstrations, and links to key policy resources. Further information is available at: [http://www.apa.org/ed/ce](http://www.apa.org/ed/ce). (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](http://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.
• **Promoting Creative Thinking in Schools: An APA Module for Teachers**
Coalition members Drs. Steven Pritzker, James Kaufman, and Ron Beghetto have developed an online module addressing Creativity in the Classroom. Through the use of interviews with renowned scholars in the field and practice based narrative, this module gives an overview of the use of creativity in a classroom context as well as supplies teachers with strategies to use creativity every day to enhance academic outcomes. The main message conveyed by the module is to have creativity as part of a teacher’s toolbox and develop strategic use of eliciting creativity. This project, which was previewed with great interest at the 2013 APA convention, will be completed by spring 2014 and will be featured on the APA website via YouTube. (1a, 1c, 2b, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

• **Assessing and Evaluating Teacher Preparation Programs**
Sponsored by the APA Board of Educational Affairs (BEA) and the Council for Accreditation of Educator Preparation (CAEP), a seven-member BEA appointed task force developed 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 and accountability. The resource concentrates on the three most commonly employed and widely used data sources for evaluating the effectiveness of teacher preparation programs; (1) teaching observations; (2) satisfaction surveys from graduates, employers, and k-12 pupils in the graduates’ classrooms; and (3) pupil growth on standardized tests. Chaired by Dr. Frank Worrell, 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 met in October 2013 to evaluate comments/feedback from the education community and Boards and Committees, and make appropriate modifications to the document. The revised document was reviewed again at the November 2013 Board of Educational Affairs meeting and recommended that the Board of Directors receive the report: Assessing and Evaluating Teacher Preparation Programs the second weekend in December, 2013. The Board of Directors has reviewed the document and has recommended that it be received by the Council of Representatives. (1a, 1c, 2b, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

• **Arizona State Department of Education Meeting**
In November 2013, Dr. Rena Subotnik, was invited by the Arizona State Department of Education to keynote a meeting of directors and teachers involved in Federal Title One programs in the state. Title One targets improving the academic achievement of the disadvantaged. The subject of her talk was on psychosocial skills associated with school success.

• **CPSE Coalition Meeting**
The Center for Psychology in Schools and Education’s Coalition met from December 6-7, 2013 in Washington DC to discuss current and future projects aimed at translating psychological science into resources for PK-12 personnel. Projects currently in development include:

- An article that identifies top 20 “drop dead” psychological principles that should be included in K-12 education teacher education curriculum
- Four modules promoting multi-disciplinary teams in a school environment to enhance student success
The Coalition also hosted a visit from Brad Jupp. He is the Senior Program Advisor on Teacher Initiatives to Arne Duncan, the U.S. Secretary of Education. Mr. Jupp talked to the Coalition about the main thrust of the Department’s efforts. He also asked the Coalition to suggest what should be promoted in terms of competitive grants. (1a, 1c, 2b, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

- **Study Outcomes from the National Science Foundation Project on STEM Talent Development**
  The CPSE reached the outcomes from the National Science Foundation (NSF) funded grant to investigate Science, Technology, Engineering, and Math (STEM) talent development. The goal of this study was to identify variables from the secondary school years that contribute most to maintaining student commitment to a career in science, mathematics, and technology (SMT) in the form of completing an undergraduate Science, Technology, Engineering, and Math (STEM) degree. The results of data collection with 25 specialized SMT high schools and 2 Talent Search programs (that serve high ability students with interest in science who did not attend specialized schools) revealed that both groups had over 50% rates of completing a university STEM degree, and there was no statistically significant difference between the two forms of talent development (SMT schools and Talent Search programs). By contrast, data from the National Science Foundation showed that 22.6% of all students entering college complete a STEM undergraduate degree. The research team also explored data from the College Board and discovered that both (a) 17.3% of students scoring at or above the 95th percentile on the combined SAT Critical Reading, Math, and Writing tests (N=87,840), and (b) 26.5% of students scoring at the 95th percentile or higher in a sample of SAT-M test complete a STEM undergraduate degree.

  A majority of participants in both specialized schools and in Talent Search had a parent working in a STEM field. Outcomes showed that graduates of specialized SMT schools with a parent in STEM are 1.37 times more likely to complete a STEM related major than SMT graduates with no parent working in STEM. Respondents from the Talent Search with a parent in STEM were twice as likely to complete a STEM degree. The two major factors that predicted completion of an undergraduate STEM degree were participating in an authentic high school research experience and the feeling of belonging in the academic setting. (1a, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **Presidential Early Career Award for Scientists and Engineers (PECASE) Study**
  The National Science Foundation (NSF) grant research team conducted a pilot survey of 314 PECASE 2010-2012 awardees from 16 government agencies. The main purpose of the survey was to understand the developmental trajectory of interest in STEM fields from the perspective of early interest, education, influence of key mentors, and parental influence. Of the 253 respondents, 72% attended a public high school; 30.8% participated in some form of selective science program; 41% had parents in a STEM-related profession; 29% reported that their interest in science began between kindergarten and grade 5; an additional 25% said their interest was kindled in grades 6-8; and two-thirds reported having a mentor during their high school years. More than 80% of PECASE survey respondents said they were willing to be contacted again. As of January 2014, the study team is applying for funding and making plans for a more comprehensive data collection effort. (1a, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)
• A New Coalition for the Psychology of High Performance
  This new Coalition, recently funded by the American Psychological Foundation, has three main goals. The first is to look at how high performance in youth is manifested, studied, measured, and discussed in academic and professional psychology. The second is to study how psychology contributes to high performance. And lastly, to identify the generalizable psychological principles of high performance that can be applied across domains. APA Divisions 7 (Developmental Psychology), 10 (Society for the Psychology of Aesthetics, Creativity, and the Arts), 14 (Society for Industrial and Organizational Psychology), 16 (School Psychology), and 47 (Exercise and Sports Psychology) have all agreed to participate in a cooperative endeavor that can lead to scholarship, products, or practices that can be applied to adolescent development. Currently, the group is planning to hold the first meeting in spring 2014. (1a, 1c, 2b, 2c, 2e, 2g, 3a, 3b, 3c, 3d, 3e)

• BEA Golden Psi Award
  The award is given to schools that demonstrate psychologically based practices in leading to positive educational outcomes. A Task Force, chaired by Dr. Tammy Hughes, clarified the characteristics or outcomes associated with successful learning environments, focusing on academic and social-emotional domains that then served as the foundation for developing the selection criteria that schools are required to complete as part of their application.

  The winning school receives an award trophy and a check for $1,000. The winning school also receives recognition by their local media, at the American Psychological Association convention, on the APA Education Directorate website at http://www.apa.org/ed/, and in the APA Monitor on Psychology.

  The 2014 Golden Psi Award applications were due Friday November 1st 2013. Publicly or privately funded schools that teach any combination of grades between Pre-K and 12th in the following 7 Eastern U.S. regions applied for the award: Washington, D.C., DE, MD, NC, PA, VA, and WV. The award committee is in the process of reviewing all applications. The winning school will be announced in February 2014. For more information visit: http://www.apa.org/about/awards/bea-golden-psi.aspx (1a, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• Jacqueline Anne Morris Memorial Foundation Grant
  A new grant of $4,500 from the American Science Foundation (APF) will be given to public elementary and middle schools for clinical services or clinical research that focus specifically on the provision of school-based mental health services to children and youth from low-income families. This grant follows the same timeline as the Golden Psi Award and is open to rotating regions of the United States each year. Areas are based upon APA's affiliate regional associations and the region’s proximity to the particular year's annual APA convention. Once applications are in, the Education Directorate will disseminate announcements, review applications annually, then submit a recommended Grant recipient to the APF Trustees to review and vote for approval. Two grants may be given in 2015 ($2,250 each) or one grant may be given in 2015 and the second grant in 2016. The recipient will be required to submit a final report to the APF Trustees one year following receipt of the grant. The details about
disseminating information about the grant will be discussed by the Golden Psi Committee in February 2014. (1a, 2b, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**ENHANCEMENT OF EDUCATION IN PSYCHOLOGY**

*Office of Precollege and Undergraduate Education (PCUE)*


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.

**ENHANCEMENT OF EDUCATION IN PSYCHOLOGY**

- The APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) was pleased to host a reception and sponsor the programs during the 2013 APA Convention in Honolulu, HI including topics ranging from “Teaching Disability as a Diversity Variable in the Classroom, Semper Gumby: Survival in the Ever Flexible Military Family” and “Psychologists as Change Agents: Challenges of Leadership, Ambiguity and Uncertainty” (1a, 1b, 3a, 3b, 3d, 3e)

- The APA Committee of Psychology Teachers at Community Colleges (PT@CC) was also pleased to sponsor a diversity of programs during the 2013 APA Convention including topics like, “How to Design a New Hero for Everyday Wear, Teaching Generation Me: Entitlement and Other Challenges, Promoting Undergraduate Research at the Community College” and “Special Challenges Facing Veterans in the Classroom” (1a, 1b, 3a, 3b, 3d, 3e)

- Also of note during the 2013 APA Convention the BEA sponsored three G. Stanley Hall/Harry Kirke Wolfe Lectures at:
  
  - Invited Address: Harry Kirke Wolfe Lecture  
    Dr. Bernard C. Beins, Ithaca College. “Skeptical but not cynical: The importance of critical thinking”
  
  - Invited Address: G. Stanley Hall Lecture  
    Dr. Matthew T. Feldner, University of Arkansas and the Laureate Institute for Brain Research. “Comorbidity in Psychology: Moving from a Footnote to the Foreground”
  
  - Invited Address: G. Stanley Hall Lecture  
    Dr. Lisa Diamond, University of Utah. “Teaching about sexuality and sexual orientation” (1a, 1b, 3a, 3b, 3d, 3e)

- **Psychology Teacher Network (PTN) newsletter**  
  Staff produced and distributed two issues of the Psychology Teacher Network (PTN) newsletter. The PTN is sent quarterly to all APA high school and community college teacher affiliates and other subscribers. The PTN can be accessed at [http://www.apa.org/ed/precollege/ptn](http://www.apa.org/ed/precollege/ptn). (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)
• **Psychology Student Network (PSN) newsletter**
  Staff produced and distributed two issues of the Psychology Student Network (PSN) newsletter. This newsletter was sent to more than 10,000 undergraduate psychology students who are APA Student Affiliates. The purpose of this online newsletter is to share information about undergraduate issues and concerns, careers in psychology, and special opportunities for students. The PSN can be accessed at [http://www.apa.org/ed/precollege/psn](http://www.apa.org/ed/precollege/psn). (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• **Online Psychology Laboratory (OPL)**
  APA welcomed the new OPL Editor, Barney Beins, of Ithaca College. In addition to making important updates to the OPL website ([http://opl.apa.org](http://opl.apa.org)), PCUE has worked with the OPL Advisory Committee to create an OPL Strategic Plan which has several goals for OPL in 2014, including expanding the offerings on the OPL website and creating a research manual for teachers who want to use OPL in their classes. (1a, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• **Medical College Admission Test (MCAT)**
  To help faculty prepare students who plan to take the new version of the Medical College Admission Test (MCAT) in 2015, Drs. John Norcross and Robin Hailstorks prepared an online briefing to discuss the changes in the MCAT and the new sections on psychological, social, and biological foundations of behavior. (1a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3d, 3e)

**Precollege Initiatives**

• **TOPSS Unit Lesson Plans**
  The Education Directorate and the APA TOPSS Committee published two new TOPSS unit lesson plans, on Learning and Memory, 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](http://www.apa.org/ed/precollege/topss/lessons/index.aspx). The unit plan revisions were supported through a grant from the American Psychological Foundation (APF). Revisions of other unit plans continued through early 2014, with additional new units due for publication this year. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

• **Outreach to Psychology Teachers in Washington, DC**
  At the September 2013 consolidated meeting, Education Directorate staff and the TOPSS Committee invited high school psychology teachers from Washington, DC, to join the Committee for lunch on Saturday, September 21, 2013. The goal of the meeting was to share information and resources with local teachers and hear from the teachers how TOPSS can better serve them. The meeting was intended to inform further outreach the Committee hopes to do to teachers in urban areas. Four teachers attended the September lunch, representing School Without Walls, Eastern High School, Ellington School for the Arts, and Phelps High School. (1a, 3a, 3b, 3e)

• **The College, Career, and Civil Life (C3) Framework for Social Studies State Standards**
  In September 2013, the National Council for the Social Studies (NCSS) published The College, Career, and Civil Life (C3) Framework for Social Studies State Standards: State guidance for
enhancing the rigor of K-12 civics, economics, geography and history. This document provides a framework for social studies in K-12 schools, and includes an appendix on psychology skills and concepts, developed by an ad hoc APA working group. The C3 Framework joins the Common Core State Standards for Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) as national guidelines for social studies, math, English language, and science education in our nation’s schools. The added appendix on psychology supports APA’s efforts to impress upon the states the importance and relevance of psychology at the high school level. APA staff also participated in a panel discussion on the C3 Framework and the behavioral and social sciences at the NCSS conference in November. (3b, 3d, 3e)

- **National Board Certification**
  In October 2013, APA Education Directorate staff met with two representatives from the National Board for Professional Teaching Standards (NBPTS) to discuss national board certification and the teaching of high school psychology. Currently, a national board certification does not exist for high school psychology teachers, and APA has been in communication with NBPTS about this issue since 2003. While there are not currently immediate plans to develop a separate certification, APA and NBPTS will continue to discuss the topic with the ultimate goal of developing a certificate in the future. (3b, 3d, 3e)

- **Exhibit Booth at the National Council for the Social Studies Conference**
  PCUE staff coordinated an exhibit booth at the National Council for the Social Studies (NCSS) annual conference, held in St. Louis, MO. Nearly 3,500 social studies educators attended the conference. The booth 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)

- **Dissemination of Policy Documents to Support High School Psychology**
  In November, thanks to funding from the APF, the Education Directorate sent a mailing to nearly 6,000 high school psychology teachers in the 50 states plus Washington, DC. The mailing shared news and opportunities from APA and TOPSS and encouraged the teachers to use the National Standards for High School Psychology Curricula and help APA disseminate the National Standards by sharing it with colleagues, principals, and school districts. (1a, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

- **TOPSS Webcast**
  On December 3, 2013, the Education Directorate and TOPSS held a first live webcast for psychology teachers. Dr. Rob McEntarffer, of Lincoln Public Schools (Lincoln, NE) presented “Does That Psychology Demonstration Really Work?” on formative assessment. Approximately sixty teachers registered to participate in the webcast, which was an hour long and included time for questions and answers. TOPSS members were given a discount code to watch the webcast for free. (1a, 1b, 3a, 3b, 3d, 3e)
• **2014 American Psychological Foundation (APF)/Education Directorate Lee Gurel Fund for Professional Development of High School Teachers of Psychology**
  The APF Board of Trustees approved the Education Directorate’s request for $17,000 in 2014. This funding will be used to support the professional development of high school psychology teachers through the following initiatives:

  - APF High School Psychology Teacher Network Grants
  - APF Professional Development Awards for High School Psychology Teachers
  - Additional travel funding for participants at the 2014 APA/Clark University Workshop for High School Teachers
  - Support for a pre-APA Convention Workshop for psychology teachers
  - Support to videotape sessions for high school psychology teachers at conferences, to be posted online
  - Support for the continued revision, review and publication of revised TOPSS unit lesson plans

  The APF/Education Directorate Lee Gurel Fund has been made possible through generous support from Dr. Lee Gurel. (1a, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

**Two and Four-Year College Initiatives**

• **APA Psychology Department Program (PDP)**
  PCUE announced a new set of resources available through the APA Psychology Department Program (PDP) for 2013-2014. Now in its tenth year, 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 $250 and includes a package of new teaching and advising publications, newsletter subscriptions, two complimentary student affiliate memberships, and access to its varied education resources. (1a, 1b, 2g, 3a, 3b, 3c, 3d, 3e)

• **PT@CC Resources for Community College Teachers**
  PT@CC continued to work on several initiatives including outreach and professional development for teachers and the creation of new teaching resources. PT@CC completed a new resource guide on *Navigating the Unique Challenges of Online Teaching*. A guide to setting up a psychology laboratory at a community college should be completed in 2014. (1a, 1b, 1c, 2c, 2g, 3a, 3b, 3c, 3d, 3e)

**Meetings and Outreach Initiatives**

• PCUE staff convened a meeting of the regional psychological association officers in conjunction with the 2013 Education Leadership Conference (ELC). Invited guests included the leaders of Psi Chi and Psi Beta, the psychology honor societies. Participants shared information about the regional organizations including updates on their annual meetings and membership issues. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)
• On September 19, Dr. Robin Hailstorks gave a presentation at the National Academy of Sciences on American Psychological Association’s (APA) contributions to the Sustainability Improves Student Learning (SISL) grant initiative that was funded by the U.S. Department of Education. APA is one of eleven disciplinary societies that leveraged their resources to support big question thinking about the topic of sustainability in undergraduate education. SISL is a three-year grant initiative and the convocation is one of the culminating events for the project. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

• Education Directorate staff partnered with American Psychological Association of Graduate Students (APAGS) staff to host a briefing for 50 undergraduate students at the APA in October. This first program included presentations about graduate education in psychology with a focus on demystifying graduate study in psychology. Future workshops are being planned. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

• The Education Directorate supported two speakers at the 36th annual National Institute on the Teaching of Psychology (NITOP). Dr. Jane Halonen of the University of West Florida, presented on Evolving Guidelines for Undergraduate Psychology: Where Are We now? Dr. Regan Gurung of the University of Wisconsin-Green Bay, presented on A Blueprint for Teaching Introductory Psychology: National Guidelines and Better Practices. (1a, 1b, 1c, 2g, 3a, 3b, 3c, 3d, 3e)

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

**Office of Graduate & Postgraduate Education & Training (GPET)**

[www.apa.org/ed/graduate](http://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.

**ONGOING OUTREACH ACTIVITIES**

• The BEA winners of the 2013 Graduate and Postgraduate Education and Training Conference Grants are The Association of Psychology Postdoctoral and Internship Centers (APPIC), the collaboration of Society of Counseling Psychology (SCP), the Council of Counseling Psychology Training Programs (CCPTP), and the Association of Counseling Center Training Agencies (ACCTA, Indiana University of Pennsylvania (IUP), and the collaboration of The Geriatric Mental Health VA Boston Healthcare System and Washington University. The award also includes a stipend of $10,000 which was split among the four winners.

• Live webcasts on the Psychological Report Writing: Resources, Research, and Strategies and Competencies for Psychological Practice in Primary Care were held in November and December. Nearly 400 individuals registered to participate in each. The Psychological Report Writing webcast presented by Dr. Gary Groth-Marnat, introduced the challenges, problems, research, and resources associated with report writing. The primary focus followed the six core principles
of an optimal report. The Competencies webcast was developed as a presidential initiative of Dr. Suzanne Bennett Johnson. The webcast provided a context for the importance of this initiative and reviewed the competencies through a series of vignettes illustrating a day in the life of a primary care psychologist. The webcasts were recorded and are available through the APA Online Academy as an on demand video at http://apaonlineacademy.bizvision.com.

- The BEA approved a new award recognizing the contributions of a graduate level professor whose teaching exemplifies psychology as a core science among the Science, Technology, Engineering and Mathematics (STEM) disciplines. Teaching contributions include excellence in mentoring of graduate students, outstanding teaching both within the university and beyond in the broader community of psychological scientists, and effective leadership roles that foster the educational mission of advancing psychology as a core STEM discipline at the doctoral level. The award’s inaugural is 2014.

- An article entitled “Four Questions to ask Before Applying to Graduate School” appeared in the January edition of the Psychology Student Network newsletter (http://www.apa.org/ed/precollege/psn/index.aspx), along with a short video on how to estimate the costs of attending graduate school and how to pay for it.

**CONFERENCES AND MEETINGS**

- **Council of Specialties (CoS)**
  CoS held their meeting on November 5, 2013. The Council of Specialties is comprised of synarchy (specialty) representatives from CRSPPP or American Board of Professional Psychology (ABPP) recognized professional psychology specialties. Meetings of the CoS provide an opportunity for the discussion of issues common to the development, education, training, credentialing, and practice of the specialties in professional psychology. Topics of discussion at the November meeting centered on each specialty completing the taxonomy to reflect their education and training models. (1a, 1c, 3a, 3b, 3c, 3d, 3e)

- **Council of Chairs Training Councils (CCTC),**
  CCTC held their meeting on October 31, 2013. The mission of CCTC is to provide a forum for communication among the doctoral, internship and postdoctoral training associations in psychology. Principle topics of the October meeting included: updates on the Courageous Conversations II meeting; update on the revisions to the Guidelines for Accreditation; and update from the CCTC Subgroup on Psychology Teachers at Community College (PT@CC). (1a, 2a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Staff** attended the annual meeting of the Association of College Counseling Center Training Agencies held in New Orleans, LA. The meeting featured plenary speakers and discussion about the internship imbalance from a social justice perspective. There was also time on the program to provide an update from the Education Directorate. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Staff** attended the mid-winter meetings of the Council of University Directors of Psychology, Council of Clinical Health Psychology Training Programs, National Council of Schools and
Programs in Professional Psychology and the Council of Directors of School Psychology Programs all held in January. Themes of the meetings included the internship imbalance, health care reform, and social justice. Opportunities to provide updates on directorate activities and answer questions occurred formally and informally. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Garth Fowler, attended the annual Council of Graduate Schools meeting in San Diego, CA. The meeting featured sessions on improving career preparation for graduate students, new initiatives in tracking graduates after graduation and entry into the workforce, and a presentation on the future of MOOCs in graduate education by Coursera co-founder, Daphne Koller. (2b, 2d, 2g, 3a, 3b, 3c, 3d, 3e)

- Dr. Cathi Grus attended the Board of Directors and annual membership meeting of the Association State and Provincial Psychology Boards. The Board meeting offered an opportunity for discussion of issues of mutual concern, specifically maintenance of competence and high quality CE programming. The theme of the membership meeting was disciplinary issues. (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

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

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**
The CEP Office offered 87 workshops, including six pre-convention workshops and over 260 CE sessions made available for CE credit at the APA Annual Convention in Hawaii. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

**Independent Study Programs**
The CEP Office released its 2014 Independent Study Brochure as an insert in the January issue of the APA Monitor on Psychology. Each year the CEP Office continues to develop new products to enhance its offerings (i.e., book-based programs, journal articles, and online programs). All programs are accessed online.

- **Book-Based Programs—New Releases**
  - *Malleable Minds: Translating Insights from Psychology and Neuroscience to Gifted Education*—Edited by Rena F. Subotnik, Ann Robinson, Carolyn M. Callahan, and E. Jean Gubbins
• **Article-Based Exams Series—Monitor on Psychology’s CE Corner (1 CE Credit)**
  
  July/August *Monitor* Issue: Smarter Phones, Smarter Practice—Margaret E. Morris, and Adrian Aguilera
  

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

**CLINICIAN’S CORNER LIVE WORKSHOP SERIES**

• The CEP Office offers monthly Clinician’s Corner workshops, which are held at the APA headquarters and are webcast live nationally. These three-hour workshops feature leading practitioners and scholars working in key areas of professional practice. Whether attending the workshop via live webcast or in person at the APA, participants have the opportunity to interact with the presenter. After each Clinician’s Corner, all sessions are made available as video-on-demand recordings. All programs include 3 CE credits.

Fall Broadcasts available as video-on-demand programs:

• A Psychodynamic Approach to Treatment-Resistant Mood Disorders—Eric Plakun
• Advanced Assessment and Treatment of Attention Deficit Disorders —Thomas Brown
• Diagnosis with DSM-5 and ICD—K. Dayle Jones
• Identifying and Treating Your Patients’ (often unrecognized) Addictions—Marilyn Freimuth
• Orientation to ICD Diagnosis—Carol Goodheart
• SLD Determination Under IDEA: Integration of RTI and Neurocognitive Assessment—Jack Naglieri
• When Pornography is an Issue: Innovative Approaches to Couples Counseling & Psychotherapy—Marty Klein

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

**INTERACTIVE CLASSROOM (ICR)**

• The Interactive Classroom (ICR) brings the latest educational technology to the professional development of psychologists through a highly interactive and immersive video environment. APA offers 21 Interactive Classroom programs. (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

**PROFESSIONAL DEVELOPMENT PROGRAMS**

Professional Development Programs are targeted trainings that are geared to enhance your skills and knowledge for both personal development and for professional development. The newest releases are:

• **American Board of Professional Psychology Workshop Series**
  
  In collaboration with the American Board of Professional Psychology APA recorded four workshops held at their annual ABPP Workshop Series. These series provided top quality professional development opportunities to psychologists, as well as opportunities for networking and collegial interaction. All workshops were instructed by psychologists who are ABPP board certified specialists in their area of presentation, with the occasional exception being a highly respected individual of another profession, such as law.
Recordings were selected from highlighted, day long programs at the 2013 Series.

1. The Risk Assessment of Suicidal Clients
2. DSM-5: The Journey
3. Forensic Mental Health Assessment: A Principles-Based Model
4. Unified Protocol for the Transdiagnostic Treatment of Emotional Disorders
   (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

- **Conversation in Ethics for Psychologist Managers**
  This video project, in collaboration with Society of Psychologists in Management (SPIM), was comprised of four conversations with psychologists who are expert psychologist-managers. Drs. Richard Ponton and Marlene Thorn facilitated the discussions and focused particularly on the ethical considerations of psychologists who are in leadership positions. Distinguished guests have served in a wide range of management positions in industries including education, government, health care, non-profit organizations, and industry.

  1. Ethical Thinking—Beyond Compliance to Wisdom: A Conversation with Dr. Richard Kilburg
  2. Character, Commitment and Character—Creating and Sustaining Leadership Worth Following: A Conversation with Dr. Dale Thompson
  3. Ethical Leadership in Mental Health Care Settings—A Psychologists-Manager’s Dilemma: A Conversation with Dr. Beth Mitchell
  4. Ethical Leadership in Higher Education—Habits of Mind of the Psychologist-Manager: A Conversation with Dr. John Martello
   (1a, 1b, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

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**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 52 new organizations as sponsors of continuing education at its September 2013 meeting. There are currently 791 APA-approved sponsors of continuing education. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- Members of the CEC, Dr. Greg Neimeyer from the APA Office of Continuing Education in Psychology and Dr. Susan Simonian, chair of the CEC advisory group presented a workshop at the APA Convention for approved and interested sponsors on the topic of the “Assessment of Learning in Multiple Professional Contexts”. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)
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 2013 Commission on Accreditation (CoA) held one program review meeting during this reporting period (October 17-20, 2013). The CoA reviewed 103 accredited and applicant programs and 6 requests for change in accredited status.

- 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.

- At its October meeting, CoA elected its leadership structure for 2014. Chair – Carl E. Paternite, Ph.D.; Associate Chair for Program Review – Debora J. Bell; Associate Chair for Quality Assurance – Dr. Kathleen J. Bieschke. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- At the end of this reporting period, there were 952 accredited programs in professional psychology: 376 doctoral programs (237 clinical, 69 counseling, 61 school, and 9 combined), 481 internship training programs, and 95 postdoctoral residency training programs (52 traditional and 43 specialty practice area). (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- Also at the fall CoA meeting, the CoA approved the proposed Standards of Accreditation in Health Service Psychology (SoA) which are now available for public comment from January 16, 2014 through July 7, 2014. The new standards will not change the scope of accreditation for doctoral programs in clinical, counseling, school, developed practice areas and combinations of these areas or at the internship and postdoctoral residency levels. Depending on the input received from its constituencies, the CoA will vote at its summer 2014 to either move forward with the proposed standards or prepare revisions for another round of public comment. CoA members are scheduled to meet with a number of its communities of interest at scheduled meetings during this period of public comment. Please visit the Accreditation webpage at http://www.apa.org/ed/accreditation for further information about the revision process or to view the SoA and comments received to date, visit the Accreditation Public Comment System directly at http://apps.apa.org/accredcomment/default.aspx (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- CoA hosted an open forum at the 2013 APA Convention in Honolulu, HI to announce and discuss the draft outlines of the new standards for accreditation approved at the summer CoA meeting.
Audience members represented constituencies from across professional psychology and provided valuable insights that the CoA will consider as it moves forward with drafting standards for the doctoral, doctoral internship, and postdoctoral residency levels of accreditation. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- Members of the CoA, with the assistance of APA staff, conducted site visitor training workshops prior to the APA Convention in Honolulu, HI and both a self-study workshop and site visitor training at the annual meeting of the Association of Counseling Center Training Agencies (ACCTA) in New Orleans, LA. Additionally, more than 40 prospective doctoral site visitors were trained at a workshop held at Yeshiva University in New York City, NY. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)

- The APA Board of Directors approved revisions to Section 8 of the Accreditation Operating Procedures (AoP) to permit disclosure of additional information to the public regarding accreditation decisions. Beginning with programs receiving final decisions in 2014, CoA will provide on its website a summary of the final decision that includes the number of years of accreditation granted until the next site visit and the general decision guideline serving as the basis for the granting of accreditation in effect at that time. (1a, 1b, 1c, 2b, 2e, 2g, 3a, 3c, 3d, 3e)
GENERAL COUNSEL

NATHALIE GILFOYLE
EXECUTIVE DIRECTOR
OFFICE OF GENERAL COUNSEL
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

In addition to providing legal advice to APA, the OGC continued to advance APA’s interface between psychology and law from August 2013 through January 2014 in the following ways:

Planning for 2013 APA/American Bar Association National Conference Addressing Violence: (3a, 3b, 3c, 3d, 3e)


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. The 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. Attorney General Eric Holder is confirmed to deliver a special keynote luncheon. Some topical themes or tracks for the conference include juvenile justice reform; child maltreatment and adolescent health and welfare; domestic violence; bullying or violence in schools, and gangs or neighborhood violence. The conference will address a host of issues pertaining to exposure to violence as well are present prevention and intervention strategies through the lens of the individual, family, community and 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 May 2014 conference is a natural continuation of our collaboration.

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

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 five amicus briefs during Fall/Winter 2013, as follows:

1. Hall v. Florida – brief filed in December 2013 in the US Supreme Court. At issue in the appeal is whether a statutory definition of mental retardation that has a bright-line cutoff
requiring an IQ score of 70 or below adequately captures the constitutional imperative that the “mentally retarded” not be executed.

The defendant in this case, Freddie Lee Hall, was convicted of a capital murder that occurred in 1978 and was sentenced to death. After his original sentence was vacated, Hall was resentenced to death in 1991. At the time, the judge who sentenced Hall noted that he was “mentally retarded” but found that fact to have “unquantifiable” mitigating weight. Following Atkins v. Virginia, the 2002 case that abolished the death penalty for the "mentally retarded," Hall filed a successive habeas petition and an evidentiary hearing was held. Although there was ample evidence supporting Hall’s claim — he had been repeatedly diagnosed with mental retardation in the past — because Hall had scored 73 and 80 on the WAIS-R and 71 on the WAIS-III, the trial court held he could not establish the first element of a mental retardation claim. In the decision, the Florida Supreme Court affirmed, interpreting the statute to mean that a score above 70 on the WAIS-III precludes a showing of mental retardation, and rejecting Hall's argument that the standard error of measurement should be taken into account. The court also rejected the argument that a bright-line cutoff score of 70 was contrary to Atkins, reasoning that the Supreme Court had "left the determination" of who should be classified with mental retardation "to the individual states." The court claimed that the Florida statute is consistent with the American Psychiatric Association’s diagnostic criteria for mental retardation. Two justices dissented, arguing that Hall is plainly mentally retarded and that applying the bright-line cutoff for scores to his case violates the constitutional principles articulated in Atkins. APA’s brief states that there is unanimous professional consensus that the diagnosis of intellectual disability requires comprehensive assessment and the application of clinical judgment. APA further states that comprehensive assessment requires concurrent analysis of intellectual and adaptive functioning. The existence of concurrent deficits in intellectual and adaptive functioning is central to the rationale of the Atkins decision, and a system for identifying defendants with intellectual disability that does not include analysis of adaptive functioning is based on a fundamental misunderstanding of a diagnostic criteria. The brief asserts that the use of a fixed IQ score cutoff to assess intellectual functioning violates the professional consensus and clinical norms of mental health professions. APA further notes that IQ test scores used to diagnose limitations in intellectual functioning are subject to a standard error of measurement and the interpretation of IQ test scores must take the test’s reliability into account. In conclusion, the brief argues that relying on an IQ score at any level presents a significant risk that individuals with intellectual disability may be executed in violation of the Eighth Amendment. Instead, the appropriate method of diagnosis in every case is a comprehensive assessment of the individual’s adaptive and general intellectual functioning in order to interpret the IQ score and arrive at an accurate diagnosis.

2. People v. Thomas – brief filed November 2013 in the State of New York Court of Appeals. At issue in the appeal is whether the State of New York should allow expert testimony on the body of research addressing risk factors for false confessions.

Adrian Thomas was convicted of murdering his child based solely on his confession which was obtained in a lengthy interrogation over two days during which he was briefly admitted to a mental institution suffering emotional distress over his son’s injuries. In fact, the
autopsy revealed the child died of an infection, not any trauma, but the prosecutors pursued the case based on the confession that was obtained during the interrogation. Thomas's confession was videotaped, which has been cited as a reason why expert testimony was not needed. The police also engaged in minimization, and made false offers of leniency as well as factual misstatements, and the interrogation took place over many hours while Thomas was in emotional distress. New York uses the "Frye" standard (a test for determining the admissibility of scientific evidence) for determining whether expert testimony should be admitted and the trial court had excluded the defense expert's witness testimony applying that rule.

At the time of this request, APA had already filed a number of amicus briefs in various state courts presenting the research on risk factors for false confessions — which included peer reviewed articles, book chapters, etc., as well as a summary of the research published as a white paper by Division 41 (American Psychology-Law Society).

As in prior APA briefs addressing false confessions, this brief states that the scientific research on false confessions provides a strong empirical foundation for the admission of expert testimony on the subject and that it should be admitted as evidence. Admission of such evidence can 1) dispel the common misperception that a person would not confess to a crime he did not commit, and 2) explain the psychological and personality factors that may have made Thomas suggestible to police interrogation. The brief further addresses how lawful policy interrogation processes and tactics can sometimes produce false confessions, that dispositional factors can produce false confessions, and that most jurors do not understand the connection between false confessions and these interrogation and dispositional factors. APA also states how allowing jurors to view an interrogation videotape is not an adequate substitute because such observations do not inform jurors about the fact of false confessions or the relevant risk factors. Finally, APA's brief explains how expert testimony about false confessions is particularly critical where there is a lack of corroborating evidence.

3. **Sevcik v. Sandoval and Jackson v. Abercrombie** — brief filed October 2013 in the U.S. Court of Appeals for the Ninth Circuit. This case challenges whether the Equal Protection Clause, part of the 14th Amendment to the U.S. Constitution, does not prohibit the state from limiting marriage to people of the opposite sex.

These two cases, arising in Hawaii and Nevada, respectively, had similar outcomes in that the District Courts each found there was no constitutional right to marriage for couples of the same sex. In both cases, the courts applying rational basis review, ruled that the Equal Protection Clause of the 14th Amendment does not prohibit the state from limiting marriage to people of the opposite sex. The Hawaii case, based on Hawaii's marriage statute, also upheld the legitimacy of state policy refusing to recognize same sex marriages performed in other states. The Nevada case involves the validity of an amendment to the state's constitution banning same sex marriage.

APA's brief relied on much of the scientific and professional literature sited in previous marriage briefs — that most gay men and lesbians do not experience their sexual
orientation as resulting from a voluntary choice; that the consensus of mental health professionals and researchers has been that homosexuality and bisexuality are normal expressions of human sexuality; that they pose no inherent obstacle to leading a happy, healthy and productive life; and that there is no scientific basis for concluding that same-sex couples are any less fit or capable parents than heterosexual couples. APA's position, based on that science, is that the states' judgment that, in the realm of intimate relationships, legally united same-sex couples are inherently less deserving of society's full recognition than heterosexual couples is unconstitutional. APA's position is that by devaluing and delegitimizing the relationships that constitute the very core of homosexual orientation, the Nevada and Hawaii laws challenged by this brief compound and perpetuate the stigma historically attached to homosexuality, and that the states' judgments should be reversed.

4. **State of Connecticut v. Troy Artis** – brief filed October 2013 in the Supreme Court of the State of Connecticut addressing research on eyewitness identification. At issue is whether the appellate court majority properly determined that admission of the victim's in-court and out-of-court identifications following a suggestive police display of the defendant's photograph was a reversible due process violation.

This case before the Supreme Court of the State of Connecticut involves the same research as presented in *Perry v. New Hampshire* but involves a different legal issue. In this case, Mr. Artis was convicted as an accessory to the first-degree assault in connection with a club flight. The central issue is whether the trial court's admission into evidence of the victim's out-of-court identification of the defendant violated the defendant's due process rights under *Manson v. Brathwaite*, 432 U.S. 98 (1977), and *Neil v. Biggers*, 409 U.S. 188 (1972). Here, all parties and the courts agree that the identification procedure was unnecessarily suggestive. The trial and appellate courts disagreed, however, in the application of the reliability factors. The State appealed the reversal of Artis's conviction to the Supreme Court of the State of Connecticut, which agreed to hear the case.

APA filed an amicus brief providing the Court with an overview of the strong body of research showing the variables that affect accuracy of eyewitness identification, specifically addressing the point that suggestive circumstances that will affect eyewitness identification can occur without police action and that limiting due process protections to only those faulty eyewitness identification procedures that are caused by state actors is too narrow a band of protection. In this case, the State's sweeping attacks on the Appellate Court's ruling (and on psychological research and researchers) are addressed in detail in the APA brief as lacking merit. APA's brief also notes that courts throughout the country have acknowledged that the relevant research is reliable and properly considered by the courts.

5. **Griego v. Oliver** – brief filed in September 2013 in the New Mexico Supreme Court. At issue is whether the New Mexico Constitution compels the state to allow same-sex couples the freedom to marry.

Five same-sex couples filed a lawsuit against the State of New Mexico and the Santa Fe and Bernalillo county clerks seeking the freedom to marry. The lawsuit argues that the New Mexico marriage statutes and the New Mexico Constitution do not bar same-sex couples
from marrying, and that the New Mexico Constitution requires the state to allow same-sex couples the freedom to marry. The initial complaint, filed in March 2013, included two couples as plaintiffs and the Bernalillo County Clerk as a defendant. An amended complaint, naming three additional same-sex couples as additional plaintiffs and the State of New Mexico as an additional defendant, was filed in June 2013.

On July 2, the plaintiffs filed a petition for a writ of mandamus with the New Mexico Supreme Court. The state Supreme Court denied the petition. Another petition was filed with the state supreme court for a writ of superintending control, seeking to consolidate this case with Hanna v. Salazar and any future cases which might be filed. The state supreme court dismissed that petition as moot. A third petition was filed with the state supreme court for a writ of superintending control after the clerks of the 31 counties not already defendants intervened in the case asking the New Mexico Supreme Court to take over the case and issue a final decision as to the constitutionality of denying same-sex couples the freedom to marry that would apply statewide.

APA was joined by the New Mexico Psychological Association, the National Association of Social Workers, the National Association of Social Workers in Mexico, and the New Mexico Pediatric Society as amici in support of the plaintiffs. Similar to previous briefs filed by APA, the amicus brief provided extensive psychological research on key points, including how sexual orientation is related to the gender of partners to whom one is attracted — meaning that prohibiting same-sex marriage discriminates on the basis of sexual orientation, rather than just imposing disparate burdens on gay people. The brief addressed how homosexuality is a normal expression of human sexuality and that sexual orientation is generally not chosen and is 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.

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 CPE offices,

3. Further development of the APA Judicial Ambassadors program,
4. Providing consultation to Dr. Nadine J. Kaslow as she develops her presidential initiatives,

5. Development of proposals for future APA/ABA collaboration in addition to the APA/ABA National Conference to occur in May 2014 addressing issues associated with family and community violence, and

GOVERNANCE AFFAIRS

NANCY GORDON MOORE
EXECUTIVE DIRECTOR
GOVERNANCE AFFAIRS
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

GOVERNANCE AFFAIRS

The Governance Affairs primarily addresses the needs of APA’s governing and advisory bodies and staffs the office of the President, the Board of Directors, the Council of Representatives, the Good Governance Project Team (GGP) and the GGP Implementation Work Group (IWG). In addition, the directorate manages the Consolidated Meetings for Advisory Board and Committee Meetings, Elections, Division Services, Convention and Meeting Services, and the Travel Office. Governance groups staffed include the Policy and Planning Board (P&P), the Board of Convention Affairs (BCA), the Committee on the Structure and Function of Council (CSFC), and the Committee on Division–APA Relations (CODAPAR).

Highlights from 2013:

GGP IMPLEMENTATION WORK GROUP

Building upon its extensive assessment of the current status of APA’s governance system in 2012, the Good Governance Project (GGP) released its final report, “Recommended Changes to Maximize Organizational Effectiveness of APA Governance,” in June 2013. This report presented seven areas of proposed change to enhance APA’s governance system: 1) technology; 2) leadership development; 3) triage; 4) refocus council and realign boards and committees; 5) realign fiduciary roles; 6) reconfigure the Board of Directors; and 7) new structural options for Council. In August 2013, Council voted to approve seven motions related to the proposed areas of change. In addition to these motions, Council approved a motion to develop a plan to implement the recommendations outlined in the GGP report. With the approval of these motions, Phase II: the formation of an Implementation Working Group (IWG) began and APA 2013 President Donald N. Bersoff, PhD, JD appointed 22 members to this working group. IWG was charged with developing the specific implementation plans for the governance changes and with presenting these plans to Council for approval beginning in February 2014. Since its creation, IWG has worked diligently on its charge, holding two in person meetings and numerous virtual meetings. Also in an effort to increase transparency, IWG provided periodic updates on its progress through virtual town halls and written reports. Current information about the progress of the GGP Implementation Working Group may be found on the APA website (http://www.apa.org/about/governance/good-governance/index.aspx).

CONVENTION AND MEETINGS OFFICE

The 2013 Convention in Honolulu, Hawai`i, July 31-August 4, 2013, occurred with 11,384 attendees.
Planning for the 2014 Convention in Washington, DC, August 7-10, commenced after the conclusion of the 2013 Convention. This will be the first year that the Convention Task Force recommendations go into effect, designed to create a more streamlined and programmatically thematic meeting. To accomplish this goal, a Central Program Group was tasked with selecting collaborative programs from proposals submitted by divisions and with developing high quality cross-cutting programs along central themes. The CPG selected 78 proposals out of the 167 proposals submitted by divisions for a total of 125 program hours. Review criteria include: broad appeal, current and timely topic, originality and innovativeness, interactive/creative format, scientifically based, and attention to diversity. Use of one of the 2014 themes was also a factor. In addition, continuous improvement of overall program quality is now promoted by an annual training session with Division Program Chairs, conducted by the Board of Convention Affairs each January.

DIVISION SERVICES OFFICE

The Division Services Office supports the activities of APA’s 54 divisions by providing an array of both free and moderately-priced contractual services. Division Services has contractual agreements with 37 of the divisions covering such services as publication production (paper and electronic), webinars, bylaws review and membership votes, membership marketing campaigns, officer and committee support, and division executive committee meeting and conference arrangements. Division Services is excited to be working with Divisions 17, 35, 44 and 45 to plan and carry out the ninth National Multicultural Conference and Summit which will be held in January 2015.

In addition, Division Services staff supports the activities of the Committee on Division/APA Relations (CODAPAR) which aims to strengthen the relationship between APA and its divisions and provide information on resources and best practices that will allow the divisions to thrive. One way CODAPAR does this is through the Division Leadership Conference, which brings division presidents-elect to Washington, DC each January to work on collaborative projects and get to know APA staff members who will be valuable resources for them during their presidential year.

Another CODAPAR project is the Interdivisional Grant Program. Five unique projects were funded through this program in 2013:

- Coaching Psychology Competency Project
- Collaborative Perspectives on Addiction
- Short Course in Policy Involvement by Psychologists
- Dissemination of Evidence-Based Practices for Children: Needs and Barriers at State and Local Levels
- The Forensic Practitioner’s Toolbox

Division Services also staffs the APA Policy and Planning Board (P&P) which in 2013 turned its attention to the topic of APA guidelines, their history, value and use. At the request of the Board of Directors, P&P developed a process that will be used to fund review of these guidelines so that their usefulness to psychologists, educators, students and the public will be maintained.
**Election Office**

The Election Office (EO) manages APA’s President-elect, Board of Directors, and Board and Committee nominations and elections, Council elections, Division officer elections, the Apportionment ballot and Bylaws Amendment elections, APAGS, TOPSS, and PT@CC elections, and the CEO evaluations, confirmations, and reconfirmations. The Election Office also supports the Election Committee.

The 2013 Division Officers and Division and State, Provincial and Territorial Association Council Representative elections that were launched on April 15 were conducted online for the first time. Members with a functional email address on file with APA had their ballot sent to them electronically. Those without a functional email address were sent a paper ballot. At the time of this writing, most respondents found the voting to be easy, efficient and user friendly.

APA now conducts all but the Apportionment ballot and Bylaws Amendment elections online. The CEO evaluations, confirmations and reconfirmations are also conducted online.
OFFICE OF PUBLIC
AND MEMBER
COMMUNICATIONS

RHEA FARBERMAN
EXECUTIVE DIRECTOR
OFFICE OF PUBLIC AND MEMBER COMMUNICATIONS
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

OFFICE OF PUBLIC AND MEMBER COMMUNICATIONS

The Office of Public and Member Communications houses Media Relations, the APA Monitor on Psychology and gradPSYCH, Advertising and Exhibit Sales, Editorial and Design Services, Membership Development, the Service Center, and the Web Strategy and Content Office.

The office is the primary contact for 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.

MEDIA RELATIONS

News Media
APA media relations staff responded to 366 requests from journalists seeking information and referred 1,538 APA member experts as sources. The office wrote and distributed 27 communiqués to the news media, including news releases, organizational statements and media advisories. (2c, 2g, 3b, 3d)


**Social Media**
The media relations team 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)

APA’s main Facebook page gained 28,873 likes, rising to 85,659, a 37% increase over the 6-month period, with each post reaching an average of 19,394 individuals. Our total YouTube video views increased by 49% since July, up to 162,235, with a total of 331,565 minutes of video watched. Subscribers to our channel also grew by 50%, from 1,004 to 2,000. On LinkedIn, the main APA discussion group grew by 10%, gaining 788 new members to reach 7,779. APA’s LinkedIn company profile grew 39%, adding 14,905 followers and growing to 38,100. During the same time, APA’s primary Twitter account grew by 38%, to more than 20,100 followers, and more than 9,400 users “liked” APA’s Google+ page.

In mid-September, APA launched Speaking of Psychology, an audio podcast featuring psychologists discussing their research. The first five episodes attracted more than 1,500 subscribers, with listeners downloading them more than 20,300 times.

Tapping into Google’s nonprofit grant program, APA ran display ads on Google search results to promote its psychologist locator and PsyCareers platform, as well as to recruit new members. Three ads were displayed 3.2 million times and generated nearly 25,000 click throughs to APA’s website, which is equivalent to more than $34,293 worth of free advertising.

**Member Communications**
APA’s all-member email newsletter, APA Access, keeps members up to date on APA advocacy, continuing education, new products, news releases, and events. The newsletter obviates the need for numerous individual email messages and has helped drive traffic to APA’s website. (1a, 2d)

Each issue is delivered to an average of more than 122,000 individuals (91% of all members and affiliates) and is available on APA’s website. For this period, an average of 21% of recipients opened each issue (3% higher than the industry standard) and clicked on links within the emails an average of 4,122 times. Compared to the previous 6 months, this was a 3% increase in the overall open rates and a 30% increase in clicks.

**APA Monitor on Psychology and gradPSYCH**

**Overview—Monitor’s Web-Browser Based Digital Edition**
For the web-based digital edition of the Monitor, there have been about 442,000 page views and 32,000 individual visits since July 2013. There have been 19,600 new visitors, with an average of 164 visitors per day.
These visits generally come in spikes, with a major rise each time we send out the monthly email blast. On those days, we see between 20,000-25,000 page views (or 1,500 to 2,000 visits). Other days of the month we see anywhere from 500 to 2000 page views (50 to 200 visits).

Videos—Monitor’s Web-Browser Based Digital Edition
Page views of our digital edition video vary widely, as can be seen in the chart below. Our most popular video of the last 6 months (a video on psychological research on bike lanes, which ran in November) has had about 2,900 views. The least popular (an excerpt of a CE program on cardiac psychology, from June) has had about 300 views.

There does seem to be a rising trend over the past 6 months, with videos from more recent issues generally getting more views than videos from earlier issues.
Overview—Monitor Mobile Apps

For the Monitor mobile apps, there have been about 76,000 page views and 16,200 individual visits since September 27, 2013. (Webtrends does not appear to have been collecting data on the mobile app before then.) There have been 3,700 new visitors, with an average of 133 visitors per day.

These visits generally do not seem as “spiky” as the visits to the web-based digital edition—they appear to be spread more evenly throughout the month. There does seem to be a noticeable increase in January 2014, however.
Video in the mobile app appears to be lightly used, with the most popular video (bike lanes) getting about 900 views, but with many other videos getting only a few dozen views.
Overview—Monitor Web-Browser Based Digital Edition

For the web-based digital edition of the Monitor, there have been about 78,500 page views and 6,750 individual visits since July 2013. There have been 4,700 new visitors, with an average of 34 visitors per day.

These visits generally come in spikes, with a major rise each time we send out the quarterly email blast with each new issue. On those days, we see between 6,000-10,000 page views (or 600 to 1,000 visits). Other days of the month we see anywhere from a few dozen to several hundred page views.
Videos—Monitor Web-Browser Based Digital Edition
We have had only a few original videos in this year’s issues of gradPSYCH. The most popular was the “ergonomic tips” video from September, with 2,265 views. Our other main source of video, the “dissertation diaries” series, had about 1,100-1,200 views each in November (January numbers are lower, around 300 views, but may increase over time as they’ve only been available for a few days).
Overview—gradPSYCH Mobile Apps

For the gradPSYCH mobile app, there have been about 18,000 page views and 4,400 individual visits since September 27, 2013. (Webtrends does not appear to have been collecting data on the mobile app before then.) There have been 1,320 new visitors, with an average of 35 visitors per day.

These visits generally seem to be spread more evenly throughout the month than visits to the web version—they are not all clustered around the day we send out the email.
Video in the mobile app appears to be lightly used, with the most popular video (ergonomics) getting about 180 views, and other videos getting only a dozen or so.

On the financial side, a steady paper market and favorable contract pricing resulted in a savings in printing and mailing costs of $97,000 (over both 2012 actuals and the 2013 budget). The savings helped to offset a decrease in membership subscription and advertising revenue. (1b)

**ADVERTISING AND EXHIBIT SALES**

The Advertising and Exhibit Sales Department saw substantial growth in advertising revenue for the APA Practice Organization (Good Practice magazine, PracticeUpdate, and APAPracticeCentral.org), Monitor on Psychology display advertising, and APA Access. Convention exhibit and associated advertising revenue came in slightly ahead of budget. Recruitment advertising revenue in Monitor on Psychology, gradPSYCH, and on PsycCareers.com ended down 6%. (1b)

Recruitment advertising and career resources through PsycCareers, APA’s Online Career Center, continues to be a solid resource for APA members and others allied to the field. Today, there are more than 115,124 searchable resumes in the larger National Healthcare Career Network (NHCN) and over 3,000 non-network resumes (in PsycCareers only). In 2013, there were 1,692 active
employers placing on average 336 jobs on PsycCareers each month and 6,309 active job seekers. In the larger NHCN, there were more than 3,500 posted jobs and over 13,000 registered job seekers. (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, 2g, 3b, 3d, 3e)

E&DS logged in 362 projects for 2013 and 52 projects for January 2014. Among those projects were the *Gun Violence Prediction and Prevention Report*, the first 11 briefing sheets for the Executive Office series *The Role of Psychology in Health Care* (Each online/print worksheet suggests the role psychology can play in addressing a specific medical issue (e.g., chronic pain, childhood cancer).), and three PowerPoint presentations for Skype in the classroom, a joint APA-Microsoft classroom education program launched in response to the June White House National Conference on mental health. E&DS continued work with other departments to streamline the broadcast email and online newsletter release processes. E&DS also created banners and artwork for APA’s social media presence and managed the production of the 2013 Convention Program book, which was delivered ahead of schedule. The number of pages in the book and the number of hard copies were reduced as a cost-saving measure. (1a, 1c)

Projects included electronic and print newsletters, logos, public information brochures, posters, promotional materials, signage, task force reports, PowerPoint presentations, lesson plans, electronic broadcast messages, and other materials. Some of these projects (print and online) were:
- *Annotated Bibliography on the Structural Determinants of Poverty*
- *APA 2012 Annual Report*
- *APA Access, SES Indicator, gradPSYCH, Monitor, Psychology Student Network, Child, Youth, and Family* broadcast email releases of newsletters
- *APA Guidelines for Undergraduate Psychology Major* update
- *Continuing Education Independent Study Programs 2014*
- *Convention Program 2013* (and convention-related materials—posters, PP programs, eblasts, brochures, etc.)
- *Education and Training Guidelines: Taxonomy... Psychology Health Services Specialties*
- *Go-Green for Dues, Commission on Accreditation Call for Nominations, Invitation to Science Meeting, Interactive Classroom, Convention Membership* broadcast email messages
- *Intimate Partner Violence* brochure
- *Logos*
- *Love Doesn’t Have to Hurt Teens* brochure
- *Memory and Learning* psychology education unit lesson plans
- *Psychology Teachers Network, Variability, The Educator* newsletters
- *Public Interest Annual Report*
- *Telehealth Tips for Consumers*
- *Telehealth Tips for Psychologists*
- *Work, Stress and Health Conference* materials
**Membership Development**

*Governance Activities*  
**Membership Board.** The Membership Board met during the Fall Consolidated Meetings and discussed various items, including a progress report about the new data warehouse and membership survey data. (1c)

**Committee on Early Career Psychologists (CECP).** The CECP sponsored five sessions at the convention and hosted an evening social hour during which appreciation awards were presented to individuals for their continued support of early career members. In addition, 20 early career convention travel award winners were acknowledged at the social hour. For the third consecutive year, the committee received funding to sponsor APA Kids’ Place and held a business meeting with ECPLN Listserv subscribers (Division and SPTA early career leaders) to discuss different ways to get involved in APA. CECP also hosted the second annual pastry and coffee event on Saturday morning at the early career booth. CECP had two items reviewed by the APA Board of Directors as follows: (1) to create an official APA definition for early career members as being within 10 years’ receipt of the doctorate and (2) to engage new talent in APA governance by having an early career seat on all APA boards and committees. (1a)

The **Fellows Committee** held its annual breakfast meeting at convention for Division Fellows Chairs. New Fellows Chairs received a demo of the new online Fellows nomination platform. Also at convention, 146 new Fellows were elected by the APA Council of Representatives. (1c)

*Marketing Activities*  
**APA Convention Marketing.** The 2013 integrated convention marketing campaign was concluded. Final efforts highlighted online and onsite registration, convention highlights, and the convention app. Onsite convention marketing activities included membership testimonies (video and still photography) of about 70 members. The 2014 convention marketing campaign began with save-the-date tweets and an ad in the Monitor focused on announcing important changes to the annual APA convention. (1a, 1b)

**Discounts Program.** The team provides marketing services for the APAPPO Discounts Program through multichannel, integrated marketing efforts, including web, social media, print and banner ads, inserts and coupons, Listserv postings, and sponsorship opportunities. UPS was added as a new program to replace FedEx, and Therapy Sites and ID Theft Assist were merged into the program. The annual benefits survey, focused on psychology conference and meeting attendance generated over 1,000 responses. (1a, 1b)

**Engagement Efforts.** The Spotlight Campaign targeted early career members and included a new member nomination program, mailed to early career members encouraging them to nominate an early career colleague for APA membership, take a short survey online about early career concerns, and renew their membership if they hadn’t already done so. The New Member Welcome Campaign targeted more than 2,000 new members through a personal telephone call to welcome them to APA membership, a second effort surveying their connection to APA (divisions, subscriptions, CE,
annual convention, etc.), followed by a third effort thanking them for their membership/1-year anniversary card signed by APA CEO Dr. Norman Anderson. (1a)

**Student Affiliate Upgrade Campaign.** About 1,300 new doctorate recipients out of 3,000 graduate student affiliates upgraded to full member in APA as a result of the targeted multichannel campaign, which included direct mailings, emails, print ads, landing pages, and banner ads. (1a)

**Fall Recruitment and Renewal Campaigns.** Various recruitment campaigns targeted thousands of nonmembers in specific groups (early career, midcareer, graduate student, and teacher), including: efforts to encourage 16,000 former APA members and affiliates to reinstate their membership, a mailing to 3,800 “unconfirmed” members and associates who applied and were accepted for membership but who never paid their first-year dues; and an email to 20,000 former student affiliates in a “what you’ve been missing” effort, which highlighted APAGS and included a link to gradPSYCH (digital edition). Efforts focused on retaining current members included: ads in the *Monitor* and gradPSYCH encouraging online renewals, the annual student affiliate “thank you” card mailing, follow-up emails, and postcard renewal reminders. (1a)

**Membership Certificates and Plaques.** The program offerings certificates (framed or unframed) to members and affiliates is promoted online, in the membership card mailings, and in various recruitment and retention campaigns. Plaques and certificates sold totaled 491 in 2013, generating almost $22,000 in revenue. (1a)

**Membership Card.** Nearly 98,000 membership cards were mailed to new and renewing members and affiliates in 2013. The first 2014 membership card mailing went to more than 70,000 new and renewing members and affiliates. (1a)

**SERVICE CENTER**

**Operations**
The Service Center Operations unit maintains a database of the member, subscription, and customer 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 unit:
- joined with the Web Strategy and Content Office and Information Technology Services to look at ways to enhance the new member application web experience for joining APA. (1a)
- reviewed applications and established records for 3,145 new members; reinstated 544 members; and processed applications for 5,657 student affiliates, 554 teacher affiliates, and 163 international affiliates.

**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 implemented a New Member Welcome Call Campaign. In January 2013 the unit began calling newly processed members to welcome them as APA members and provide them with basic information about their membership organization and a few of the resources they now have access to. During the past 12 months about 2,000 new members were randomly selected to be called. A plan to survey those members is expected to occur during the first quarter of 2014 to determine the effectiveness of the campaign. The unit has continued in to make random calls in 2014 to select new members. 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 management for all publications offered by the organization.

During this period, the unit went live with Microsoft Dynamics Navision, an accounting business platform, which contains the new order-fulfillment and inventory management systems. This system, more robust than the previous one, will allow for better handling of various promotional campaigns, which the prior system was unable to support. The unit also conducted its annual physical inventory during the period. Unlike prior years when the count was conducted in December, the count was conducted in January to allow for the continuation of sales through the holiday season. (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 APA’s websites. During this period, the staff and consultants were heavily focused on the creation of a microsite that will be the centerpiece of a new public education campaign. Entitled *Psychology: Science in Action*, this project has entailed designing new templates in the Tridion content management system, determining the site’s structure and visual design, migrating the content into the site, and testing. Launch is slated for March.

Other major projects during this period included:

- Partnering with ITS to complete an upgrade of the Tridion content management system, which went live July 15
- Designing and building the 2014 APA Annual Convention webpages
- Gathering requirements and designing new webpages for the APAPO political action committee
- Making more improvements to the new search engine, including initiating a team to monitor the quality of popular searches
- Conducting usability testing to determine ease of purchasing products and subscribing to e-newsletters
- Partnering with ITS to allow people to purchase books and other physical items from the APA website without creating an account
o Completing the design phase of a project to build out the online application to join APA (ITS is now in the programming phase of this project.)

o Rebuilding PsycPORT, the psychology newswire, to be an in-house service that returns an improved selection of news stories (It used to be a service APA purchased from a third party.)

o Partnering with ITS to enable users to log in with Google credentials

In addition, the office continued maintenance of APA's webpages, receiving about 3,200 requests for content updates and improvements during the period. (1a, 1b)

**Site Visitor Statistics**
Generally, traffic to APA websites was steady or increased during the previous 7 months. Traffic to Practice Central experienced a large upswing in the first half of 2013 due to interest in new CPT codes. Subsequently, Practice Central traffic returned to a more typical level. A dip in traffic to APADivisions.org appears to be concentrated with Division 39 and a reduction in direct traffic to the APA Divisions landing page.

<table>
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PRACTICE DIRECTORATE

KATHERINE NORDAL, PHD
EXECUTIVE DIRECTOR
PRACTICE DIRECTORATE
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

This report contains selected highlights of APA Practice Directorate and APA Practice Organization activities from August 2013 through January 2014. Further information is available by contacting the directorate office as indicated below.

Playing an active role in health care reform implementation
For additional information on health insurance exchanges or the implementation of health care reform, please contact the Legal and Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.

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

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

Advocating for appropriate parity implementation to protect patient access to services
Monitoring parity implementation to protect patient access to services
For additional information on the final parity rule and implementation, please contact the Legal and Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.

Seeking eligibility for incentive payments for psychologists under the Health Information Technology for Economic and Clinical Health (HITECH) Act
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.

Collaborating on the Clinical Practice Guidelines Initiative with the Science Directorate
For additional information, contact the Research & Policy Department at pracrespol@apa.org or by calling (202) 336-5911.

Extending our political reach through APAPO-PAC
For additional information, contact the Director of APAPO-PAC at apapo-pac@apa.org or by calling (202) 336-6171.
Providing members with resources and information related to Health Insurance Portability and Accountability Act (HIPAA) compliance
For additional information, contact the Legal & Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.

Educating members about the changing telepsychology landscape
For additional information, contact the Legal & Regulatory Affairs Department at praclegal@apa.org or by calling (202) 336-5886.

Gauging APA Practice Organization member needs and interests through a member-wide survey
For additional information, contact the Communications Department at practice@apa.org or by calling (202) 336-5877.

Educating the public about psychology and the value of psychological services
For additional information about the APA Public Education Campaign or Stress in America survey, 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 health care 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 is a 501(c)6 organization under IRS rules that enables 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 2013 through January 2014, including key activities of both the APA Practice Directorate and the APA Practice Organization.

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

With several key provisions of the Affordable Care Act taking effect Jan. 1, 2014, the Practice Directorate has been working to promote the continued role of professional psychology in the marketplace and protect consumer access to psychological services.

On Sept. 26, 2013 in response to an Aug. 1 open request from Senate Finance Committee Chairman Max Baucus, D-Mont., and Ranking Member Orrin G. Hatch, R-Utah, the APA Practice Organization (APAPO) and APA submitted a detailed letter to the Senate Finance Committee addressing issues concerning Medicare and Medicaid, including reimbursement and patient access to care. The letter asked the mental health community for input on how to improve mental health care in those programs. Our response detailed several reforms that APA and APAPO believe will reduce the unmet mental and behavioral health needs of Americans, improve quality of care and better control rising costs.

The APA Practice Organization (APAPO) was part of an early advocacy effort to influence the process as qualified health plans (QHPs) geared up to participate in state health insurance exchanges (HIEs). APAPO sent a Sept. 29, 2013 joint letter with the Inter Organizational Practice Committee (IOPC) and the Connecticut Psychological Association (CPA) to Connecticut Lieutenant Governor Nancy Wyman expressing concern with the behavioral health fee schedules published by HealthyCT, one of the QHPs participating in Connecticut’s HIE. Since then, CPA had an Oct. 2013 in-person meeting and subsequent communications with HealthyCT and sent a letter seeking written confirmation and clarification of the issues discussed. HealthyCT has indicated that the company is looking further into the issues we raised to develop a response.
APAPO will continue advocating to help ensure that licensed psychologists are adequately included and that consumers have access to psychological services they need through health plans that participate in the exchanges.

On Aug. 19, 2013 APA signed onto a joint letter with the Patients’ Access to Responsible Care Alliance (PARCA) urging Congress to oppose HR 2817, the Protect Patient Access to Quality Health Professionals Act of 2013. The bill proposed by Representative Andy Harris, MD, R-Md., would have repealed a key patient-centered provision of the Affordable Care Act (ACA) that bars health plans from discriminating against health care providers who are acting within the scope of their licensure or certification under state law with respect to health plan participation or coverage. Though the proposed bill purports to protect patient access to quality health providers, it would actually limit access to and choice of qualified, licensed nonphysician providers such as psychologists. There has been no further legislative action on HR 2817 since our letter was sent, and it seems unlikely it will move forward in the legislative process during 2014. (2a, 2c, 2d, 2e, 2g)

Seeking appropriate reimbursement for psychologists in Medicare
After nearly a decade of incurring some of the biggest payment losses among Medicare providers, psychology had the second highest increase in the total payment pool allocated for services among specialty groups for 2014 under the 2014 Medicare final fee schedule. The Centers for Medicare and Medicaid Services raised the work values associated with the family of psychotherapy codes, thereby recognizing the difficulty and complexity of providing these services and affirming the value of mental health services.

For the past several years, the American Psychological Association (APA) and APA Practice Organization (APAPO) have been extensively involved in ongoing advocacy that helped yield the positive outcome. Beginning in 2009, the organizations began their engagement in a CMS five-year review of the valuation of psychotherapy codes. The ultimate goal for organized psychology was to win the federal government’s recognition of greater cognitive effort and complexity — known as the work value — involved in delivering psychological services, accompanied by higher valuation of these services. Additional advocacy throughout 2013 involved the Government Relations Department for APAPO continuing on both the legislative and regulatory fronts to pursue necessary changes to Medicare payment for psychological services.

On Feb. 6, 2014 three congressional committees with Medicare jurisdiction introduced a bicameral proposal to repeal the Medicare Sustainable Growth Rate (SGR) formula. The SGR formula is the current method used by the Centers for Medicare and Medicaid Services (CMS) to curtail Medicare provider costs. APAPO has been integrally involved in providing suggestions and feedback to the three committees that drafted the legislation, and will continue to advocate on behalf of professional psychology as legislation progresses.

Preparing members for participation in Medicare’s physician quality reporting program
The APA Practice Organization (APAPO) has updated the Quality Improvement Programs section of its Practice Central website with 2014 information for both new participants and those who are already reporting in Medicare’s Physician Quality Reporting System (PQRS). Resources include a list of measures available for 2014, a quick reference guide that links applicable codes to each measure, frequently asked questions and video tutorials on participating in PQRS. Starting in 2015, the
Centers for Medicare and Medicaid Services (CMS) will begin imposing penalties for eligible providers who did not successfully participate in PQRs in 2013; 2014 marks the final year of bonus payments under the program. (2d, 2f)

**Advocating for appropriate parity implementation to protect patient access to services**
In response to a request from the U.S. Department of Labor, the APA Practice Organization (APAPO) submitted a comment letter on Jan. 8, 2014, addressing concerns related to implementation of the Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA). The Jan. 8 letter addressed five areas of importance for psychologists and access to psychological services: Enforcement, reimbursement disparities, transparency of medical necessity criteria, medical necessity and long-term mental health patients and Medicaid/CHIP. The MHPAEA Final Rule was released in Nov. 2013 and clarified and strengthened some important parity protections for mental health patients. (2a, 2c, 2d, 2e, 2f)

**Seeking eligibility for incentive payments for psychologists under the Health Information Technology for Economic and Clinical Health (HITECH) Act**
Eligibility for incentive payments for the adoption of electronic health records (EHRs) remains a legislative priority for the APA Practice Organization. On Nov. 12, 2013, Sen. Rob Portman, R-Ohio, introduced the Behavioral Health Information Technology Coordination Act (S. 1685) to ensure mental health providers are part of the nation’s electronic medical records network. Sen. Sheldon Whitehouse, D-R.I., introduced a similar bill, S.1685, the Behavioral Health Information Technology Act, in September 2013. All three behavioral health IT bills (including House bill HR 2957 sponsored by Rep. Tim Murphy, R-PA, and Rep. Ron Barber, D-AZ) have been referred to their respective committees and are awaiting consideration. The House bill currently has 33 cosponsors and Sen. Whitehouse’s bill has 6 cosponsors in the Senate. We are working to increase support for each of the bills by encouraging psychologists to reach out to their members of Congress through the Legislative Action Center and ask them to cosponsor this legislation. (2a, 2d, 2e, 2f)

**Challenging inappropriate health insurance company and managed care practices**
On Dec. 7, 2013, Aetna Inc. agreed to a proposed $120 million settlement of a class action lawsuit filed by psychologists, other health care providers and patients in federal court in New Jersey. The APA Practice Organization has been collaborating actively with the New Jersey Psychological Association, a named plaintiff in this lawsuit, since 2009. As we have done with previous lawsuits, APAPO is providing guidance to help eligible psychologists submit their claims under the settlement. (2a, 2c, 2d)

**Collaborating on the Clinical Practice Guidelines Initiative with the Science Directorate**
The Clinical Practice Guidelines initiative is jointly overseen through the Science and Practice Directorates. One member of the APA Clinical Practice Guidelines Advisory Steering Committee (ASC) was elected to the Board of Scientific Affairs so nominations are being received to fill that vacancy. Consistent with best practice for guideline development, the Board of Directors, in collaboration with the ASC, approved the appointment of two community members to serve as full members of the Guideline Development Panel (GDP) for PTSD Disorders. One potential community member for the GDP for Obesity has been identified and efforts are ongoing to recruit a second member.
Each GDP (Depressive Disorders, PTSD and Obesity) continues to have monthly conference calls and each is focused on refining the scope of the guideline under development. RTI International has been providing technical assistance to the GDP for Depressive Disorders and has completed a draft report reviewing existing high-quality systematic reviews. Both the PTSD GDP and the Obesity GDP had their first in-person meetings in October 2013 and have been reviewing the evidentiary base of their respective topics. The ASC continues to have monthly conference calls.

The revised Conflict of Interest form and policy for the Clinical Practice Guidelines Initiative has been completed. A Manual of Procedures for the initiative remains under development.

The chair of the ASC presented at the 2013 APA Convention and APA staff presented at the Guidelines International Network conference (APA is a member). Three APA staff members presented to the Agency for Healthcare Research and Quality and representatives from their evidence-based practice centers on guideline development, particularly when using existing systematic reviews. The ASC completed a manuscript for the 2014 Annual Review of Clinical Psychology on the APA clinical practice guideline initiative. (3a, 3c)

**Extending our political reach through APAPO-PAC**

In 2013, APAPO-PAC raised a total of $201,000 from 1,659 contributors, an improvement over the totals from 2012. The PAC has contributed $122,000 to members of Congress so far this election cycle, both Democrats and Republicans. Practice Government Relations staff have attended 115 fundraisers so far.

In September, 2013 APAPO-PAC hired a new PAC director, Heather Kaiser, who started a rebranding and marketing campaign for the PAC with a new APAPO-PAC logo and marketing materials, including an informational brochure.

APAPO-PAC worked throughout 2013 to track data to further PAC support of legislative issues. The PAC re-evaluated the giving plan and is actively searching for champions or potential champions within the House and Senate who will help advance psychology’s legislative initiatives. (2a, 2c, 2d)

**Providing members with resources and information related to Health Insurance Portability and Accountability Act (HIPAA) compliance**

To aid the process of compliance with the HIPAA Privacy and Security Rules, the APA Practice Organization (APAO) developed and updated several resources which can be found in the HIPAA Compliance section of APAO’s Practice Central website. Sept. 23, 2013, was the deadline for psychologists and others covered under HIPAA to implement changes required by the HIPAA Final Rule, which was released in Jan. 2013 by the U.S. Department of Health and Human Services. (1a, 2b)

**Educating members about the changing telepsychology landscape**

Over the past several years, heightened legislative and regulatory activity at both the federal and state level has removed barriers and increased patient access to telehealth services. Despite growing demand for telehealth and telepsychology services, there are no comprehensive roadmaps for incorporating technology into health care service delivery.
The APA Practice Directorate has been tracking developments at the federal and state levels governing the delivery of telepsychological or telemental health services and reviewing current public and private payer reimbursement policies to keep members informed and up-to-date on telepsychology service delivery. The directorate’s Office of Legal & Regulatory Affairs updated the Telepsychology 50-state Review (previously called the Telehealth 50-state Review) to guide psychologists in navigating telepsychology regulations and provisions in their state. The Winter 2013 issue of Good Practice magazine included a special section on telepsychology and practical implications for psychologists.

At its July 2013 meeting, the APA Council of Representatives approved the new Guidelines for the Practice of Telepsychology. The guidelines are intended to both educate and inform practicing psychologists about applying current standards of professional practice when using telecommunication technologies in providing psychological services. (1a, 2a, 2f)

**Gauging APA Practice Organization member needs and interests through a wide-ranging survey**

The APA Practice Organization conducted a November 2013 survey of all APAPO members to help gauge current member needs and professional interests. The 2013 survey builds on results from 2008 and 2011 surveys and provides opportunity for longitudinal analysis. Results will be distributed through various channels including APA’s Monitor on Psychology, as well as APAPO’s Good Practice magazine and PracticeUpdate e-newsletter. (1a)

**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. 2013, and results were released during a press webinar on Feb. 11, 2014. This year’s survey, Stress in America™: Are Teens Adopting Adults’ Stress Habits?, explored how teen experiences with stress follow a similar pattern to adults. The results suggest that unhealthy behaviors associated with stress may begin manifesting early in people’s lives. Early coverage of the report was featured on USA Today, LA Times, NBC, CBS Radio and the Huffington Post, and detailed information is available online at stressinamerica.org.

The APA Practice Directorate expanded its psychotherapy awareness initiative in November 2013 with a new animated video and APA Psychology Help Center articles. The new video is the third in the series on psychotherapy and has been viewed nearly 60,000 times. The initiative, which launched in Sept. 2012, is designed to make consumers and the public more aware of the effectiveness of psychotherapy as a treatment option.

In 2014, APA, through its public education campaign on Mind/Body Health, renewed its agreement with the YMCA of the USA (Y-USA), a partnership that has existed since 2008 to provide families and communities with resources for healthy living. APA also signed a memorandum of understanding (MOU) with the National Parent Teachers Association (National PTA) in early 2014 and is beginning to plan collaborative projects for 2014. This partnership will enable us to pursue mutual public education interests related to health and wellness. APA will provide expertise on mental and behavioral health, and the National PTA will provide the opportunity to reach four million members across 22,000 local chapters.
The APA Practice Directorate has also participated in multiple recent media events on practice issues. APA Executive Director for Professional Practice Katherine C. Nordal, PhD was quoted in an Oct. 24, 2013 interview with NPR, an Oct. 24 interview with Kaiser Health News and a Dec. 20 interview with the Wall Street Journal, among others. (2c, 2f, 3b, 3d)

Providing resources and support through the Disaster Response Network
The Disaster Response Network held its biennial coordinators working meeting in Atlanta, Georgia the first weekend in October. The Coordinators came together to network and share information with each other and to learn about new developments in the field. A behavioral scientist from CDC spoke on Supporting Responder Psychological Wellbeing in Public Health Emergencies. Workshops led by the DRN Advisory Committee focused on cultural sensitivity, ethics, and mass impact incidents. Staff led session on the use of social media in disaster and developing/sustaining state and provincial DRN programs.

At the 2013 APA Convention, the DRN Advisory Committee led a symposium session on Readiness, Response, and Resilience: The Many Ways Psychologists Can Help with a Disaster.

In early September, the DRN Director met by phone with the Committee of Executive Directors of State, Provincial and Territorial Associations (CESPPA) to discuss the results of a spring DRN member survey on participation, interest and ideas for future directions. The executive directors voiced appreciation for the findings and their association’s continued support of the program.

Psychologists aided survivors and Red Cross workers on several disaster relief operations, including flooding in central Colorado and Calgary, Alberta, shooting at the Washington, DC Navy Yard, and local bus and train accidents and residential fires in several states. (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 10 international conferences on work, stress, and health.
- The 10th conference was held May 16-19, 2013, in Los Angeles, California, “Work, Stress, and Health 2013: Protecting and Promoting Total Worker Health™,” and attracted nearly 800 participants from 39 countries.
- Planning is underway for the 11th conference, “Work, Stress, and Health 2015: Sustainable Work, Sustainable Health, Sustainable Organizations,” to be held May 6-9, 2015, in Atlanta, Georgia. A Call for Proposals is currently being developed for release in early 2014.

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

- Provided staff support and liaising with governance groups and divisions as BAPPI develops a Human Rights Initiative.
- APA continued to participate in the American Association for the Advancement of Science and Human Rights Coalition represented by Clinton Anderson, PhD, through December 31, 2013 and by Anju Khubchandani, MA, beginning January 1, 2014 on behalf of the Public Interest Directorate. The coalition is a network of scientific organizations that recognizes a role for science and scientists in efforts to realize human rights. In October, the coalition issued an analysis of the Coalition’s Article 15 focus group process titled Report: Defining the Right to Enjoy the Benefits of Scientific Progress and Its Applications.
• Worked with the Web Strategy and Content Office to combine and streamline two webpages into the current topics page, Human Rights.

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

The review process for the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists continues in accordance with Association Rule 30-8.4. BAPPI is working closely with the Co-Chairs of the MC Guidelines Working Group to address and respond to feedback received during preliminary reviews which have taken place thus far. At this time, the current set of Multicultural Guidelines (2002) remains in effect as APA policy.

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

Recipients of the Donald N. Bersoff Presidential Initiative Awards to Multicultural Programs were honored during the 2013 APA Annual Convention in Honolulu, Hawaii. In a special ceremony held in conjunction with the Presidential Address, the University of Massachusetts Boston Clinical Psychology Program, the University of Missouri-Columbia Counseling Psychology Program, and the University of Wisconsin-Milwaukee Department of Educational Psychology were recognized “for excellence and innovation in admitting, retaining, and graduating doctoral students from diverse cultures.” Steps are currently underway to disseminate information on each of the 19 programs considered for the award through the APA website.

APA Public Interest Awards (1a)

The PI Executive Office administers the APA Public Interest Awards. The 2014 award recipients will be honored at the APA/APF Awards Ceremony during the 2014 APA Annual Convention in Washington, DC on Friday, August 8.

• Gary B. Melton, 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.
• Lonnie Snowden, 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.
• The 2014 Public Interest Awards Committee received very few nominations for the APA Award for Distinguished Contributions to Psychology in the Public Interest (Early Career). This award recognizes a single extraordinary achievement or lifetime of contributions that are courageous, distinctive, and innovative in helping to solve social problems, enhance access to the science and/or practice of psychology, or advance social justice and human welfare. After thorough review of the nominations, including multiple telephone meetings, the Award Committee was unconvinced that any of the nominees this year met the very high standard of excellence and achievement that this award is intended to recognize.
Consequently, the Awards Committee voted to forego making an award in this category this year. It intends to redouble efforts in the future to solicit a greater number of nominees across a broad range of public interest topics and constituencies and of people who have clearly made extraordinary and lasting contributions.

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

Public Interest Executive Office and Communications activities include:

- *In the Public Interest* newsletter at [http://www.apa.org/pi/about/newsletter/index.aspx](http://www.apa.org/pi/about/newsletter/index.aspx) – released 12 monthly issues January – December 2013; subscribers currently number over 3,600. We have launched a “student section” with the January 2014 issue, inviting an undergraduate or graduate student to contribute an article on a PI-related topic, accompanied by an expert’s response.

- The PI blog, *Psychology Benefits Society* at [http://psychologybenefits.org/](http://psychologybenefits.org/) has attracted over 96,000 views at this writing. The top 4 most viewed posts are:
  - “But You Speak So Well: How Latinos Experience Subtle Racism” (40,337 views)
  - *Stop Saying “That’s So Gay!”*: 6 Types of Microaggressions That Harm LGBTQ People (over 12,000 views at this writing)
  - *Selected by WordPress.com editors to be featured in “Freshly Pressed,” as compelling, top content among WordPress blog posts*
  - “Is it You or Is it Racist? The Insidious Impact of Microaggressions on Mental Health” (6,867 views)
  - “7 Essential Steps Parents Can Take to Prevent Teen Suicide” (4,398 views)

- The “Girls Talk: Sexualization of Girls” video has received 25,302 views at this writing.

- The “*Undocumented Americans*” video, a collaboration with the Office on Children, Youth, and Families, has received 5,327 views at this writing.

- Increased followers to the PI Twitter account, @DrGwenPKeita, to 1,504.


- With Public and Member Communications, hosted two Google Hangouts:
  - Dr. Carl Hart – Challenging assumptions about drug use (APA Health Disparities Seminar) - [http://www.youtube.com/watch?v=KnIXD6vRVIY&list=UU1yk0FVuAQctI6yjR1qc1Eg&feature=c4-overview](http://www.youtube.com/watch?v=KnIXD6vRVIY&list=UU1yk0FVuAQctI6yjR1qc1Eg&feature=c4-overview)
  - Dr. Daniel Foster – Optimal Living from a Wolakota perspective (OEMA Ethnicity and Health Series) - [http://www.youtube.com/watch?v=9t1mcsNQXFw&feature=youtu.be](http://www.youtube.com/watch?v=9t1mcsNQXFw&feature=youtu.be)
Governance Support: Board for the Advancement of Psychology in the Public Interest (1a)

The PI Executive Office provided staff support to the Board for the Advancement of Psychology in the Public Interest (BAPPI) for the November 1-3, 2013 consolidated meetings, as well as for the conduct of work via email and conference calls.

BAPPI members in 2014 are Toni Antonucci, PhD (Chair); Meg A. Bond, PhD; M. Dolores Cimini, PhD; Priscilla Dass-Brailsford, EdD; Linda Forrest, PhD; Claire Guthrie Gastañaga (Public Member); Gary W. Harper, PhD, MPH; Gayle S. Morse, PhD; William D. Parham, PhD; and Elizabeth M. Vera, 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, Senior Director, Health Disparities Initiative.

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

In November 2013, the National Steering Committee on Health Disparities and the Health Disparities Initiative announced the launch of the new Stress and Health Disparities Working Group. Stress is a major contributor to the poorer levels of health and well-being of individuals from health disparity population groups, particularly racial/ethnic minority, low-income, disability, and LGBT communities. The working group is charged with preparing a review of stress and health disparities and evidence-based interventions and policies effective in preventing and treating stress in health priority populations and developing action recommendations for the Association. Working group members are Kahaema Byer, MS (University of Miami); Peter Gianaros, PhD (University of Pittsburgh); Cheryl Woods Giscombe, PhD, MSN, RN (University of North Carolina at Chapel Hill); Jay Kaplan, PhD (Wake Forest School of Medicine); Cindy Liu, PhD (Beth Israel Deaconess Medical Center); Aric Prather, PhD (University of California, San Francisco); Rashaun Roberts, PhD (HHS/NIOSH); and KaMala Thomas, PhD, MPH (Pitzer College). The working group Chair is Elizabeth Brondolo, PhD (St. John’s University). The first meeting of the working group took place on December 12-13, 2013 in Washington, DC.

The Working Group on Health Disparities in Boys and Men held its second meeting on January 24-25, 2014 in Washington, DC. The working group consists of a multidisciplinary team of scholars with expertise in a range of health issues facing boys and men from underserved populations. The second meeting was devoted to writing, reviewing, and refining a draft report. Major sections of the report focus on (1) Violence, (2) Substance Abuse and Addiction, (3) Trauma, and (4) Stress and Coping as they relate to boys and men’s health outcomes.
Staff and members of the working group will present a symposium at APA’s 2014 convention entitled “Reducing Health Disparities: Psychology’s Role in Improving the Health of Boys and Men” sponsored by Division 51.

Health Disparities Seminar Series (2b, 2c, 2f, 2g, 3a, 3b, 3c)

A seminar series on health disparities was initiated in 2013. The first seminar occurred in November 2013 and featured APA member Dr. Carl Hart (Columbia University), who based on his research on the complex interactions among drugs, neurobiological and environmental factors, challenged common assumptions about drug use and policies particularly as they concern people of color. The second seminar was held January 23, 2014 at the National Institutes for Health (NIH) in collaboration with the National Institute on Drug Abuse (NIDA) and National Institute on Aging (NIA). The seminar was entitled, “Masculine (Dis) advantages: Understanding Determinants of Health Disparities in Vulnerable Boys and Men.” The speakers were Dr. Wizdom Powell Hammond, chair, and Dr. Waldo Johnson, member of APA’s Health Disparities in Boys & Men Working Group.

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

The Health Disparities Initiative has completed the first year of a 3-year grant from the Agency for Healthcare Research and Quality (AHRQ) to fund the development and implementation of the APA Tobacco Best Practices Dissemination Network (BPDN) and an accompanying app. The BPDN and app are designed to disseminate existing knowledge about tobacco use/smoking in health priority populations and best practices that are patient- and community-centered and effective with health priority populations. Recommendations from the Initiative’s December 2012 meeting on reducing tobacco health disparities and additional information gathered from other needs assessment activities are being used to develop the content for the BPDN and app.

A symposium proposal entitled “How Psychology Can Reduce Health Disparities through Proactive Smoking Interventions” submitted for consideration for APA’s collaborative programming at 2014 convention was accepted.

Public Interest Government Relations Office (PI-GRO)
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

- Went to the Hill to support geriatric training programs
- Continued support for Older Americans Act reauthorization

CHILDREN, YOUTH, AND FAMILIES

- Welcomed new staff member to head-up CYF portfolio
- Recommended Medicare and Medicaid reforms to strengthen mental and behavioral health care

INDIVIDUALS WITH DISABILITIES

- Continued to advance the UN Convention on the Rights of Persons with Disabilities
- Strategized around introduction of legislation to address the needs of parents with disabilities

INDIVIDUALS LIVING WITH HIV/AIDS

- Mobilized APA grassroots to support legislation to fight HIV discrimination
- Called for continued investment in global HIV/AIDS programs

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

- Supported LGBT employment rights legislation in the Senate
- Submitted comments to NIH to make case for LGBTI research priorities

POVERTY & SOCIOECONOMIC STATUS

- Urged Congress to protect funding for food assistance
- Sought relief for sequester and federal spending cuts

RACIAL AND ETHNIC MINORITIES

- Sent comments in support of increased Indian Health Services funding
- Secured invitation for APA member to address unemployment at Congressional Black Caucus event

WOMEN’S ISSUES

- Welcomed new staff to lead initiatives related to women’s issues
- Joined with national partners to advocate for funding to address violence against women

HEALTH DISPARITIES & HEALTH CARE REFORM. Continued to work in support of appropriate and timely implementation of several key provisions of the Patient Protection and Affordable Care Act
(P.L. 111-148), with a strong emphasis on health disparities and provisions that address integrated health care, prevention and wellness, geriatric and pediatric health professions education and training, American Indian and Alaska Native health, and long-term services and supports.

**APA CONGRESSIONAL FELLOWSHIP PROGRAM.** Initiated planning to celebrate the program’s 40th anniversary at the 2014 APA Convention in Washington, DC, and supported the current Fellows, placed in the offices of Senator Mike Bennet (D-CO) and the Health, Education, Labor, and Pensions Committee’s Health Policy Office.

**Office on Aging**
[http://www.apa.org/pi/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 caregivers.

**APA Guidelines for Psychological Practice with Older Adults** (Goals 1a; 2b, 2c, 2e, 2f, 2g; 3b, 3c, 3d, 3e)

The office staffed the working group charged with updating the *Guidelines for Psychological Practice with Older Adults*. The Guidelines were adopted by Council in August and are being distributed to divisions, state, provincial and territorial psychological associations, health and aging professional organizations, and government agencies. A tip sheet, *Resources for Psychological Practice with Older Adults and their Caregivers*, has just been developed and released to support this effort.

**Center for Medicare and Medicaid Services’ National Partnership to Improve Dementia Care in Nursing Homes** (Goals 1a; 2c, 2d, 2e, 2f, 2g; 3b, 3c, 3d, 3e)

The office is mobilizing the involvement of psychologists in this national initiative to improve dementia care and reduce the unnecessary use of antipsychotic medications in nursing homes. To inform the CMS effort of the wealth of psychological research on behavioral and environmental interventions for dementia, the APA *Psychological Services in Long-term Care Resource Guide* was updated and provided to CMS as a resource. A series of conference calls have been convened between CMS, APA, and psychologists with expertise in this area to develop a plan for ongoing collaboration.

**Multicultural Aging Resource Guide** (Goals 1a; 2b, 2c, 2e, 2f, 2g; 3b, 3c, 3d, 3e)

This new resource *guide*, a joint effort of the APA Office on Aging and the Division 12-II (Society for Clinical Geropsychology) Diversity Committee, is a useful tool for psychologists seeking to increase their knowledge of multicultural health issues in the aging population.
**Participation in National Aging Coalitions and Initiatives** (Goals 1a; 2a, 2c, 2d, 2e, 2f, 2g; 3b, 3c, 3d, 3e)

The office director represents APA on a number of coalitions to assure the inclusion of psychology in national aging-related efforts. She holds leadership positions on the National Alliance for Caregiving, Eldercare Workforce Alliance, National Coalition on Mental Health and Aging, and the Patient Centered Primary Care Collaborative. APA was a Supporter of National Memory Screening Day held in November. As a condition of our participation, the Alzheimer’s Foundation of America modified its web site to be more inclusive of the role of psychologists. The office director also was on the reactor panel of the National Summit on OTC Sleep Aids and Sleep Health in Older Adults convened by the Gerontological Society of America in October. She called for more attention to psychological interventions for sleep disorders. The office and CONA also regularly nominate psychologists with aging expertise for participation in national initiatives. During this report period, nominations were submitted for the IOM Committee on The Public Health Dimensions of Cognitive Health and Aging, the IOM Advanced Dementia Expert Panel, the National Commission on Long-Term Care, and the PQRS Elder Maltreatment Screen and Follow-Up Plan Technical Expert Panel.

**APA Aging Leadership Team** (Goals 1a; 2a, 2c, 2d, 2e, 2f, 2g; 3b, 3c, 3d)

The office convenes this team that creates a mechanism for increased and ongoing communication among psychology and aging constituent groups (Division 20, Division 12-II, CONA, the Council of Professional Geropsychology Training Programs, and Psychologists in Long Term Care). Its goals are to foster widespread understanding of and broaden support for aging issues within APA and serve as a rapid response team to provide coordinated psychological input to quickly moving aging issues both internal and external to APA.

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

CONA submitted a proposal to the Agency for Healthcare Research and Quality (AHRQ) Effective Health Care Program recommending consideration of dementia as a research topic. AHRQ supported the proposal and will conduct a comparative research review on the effectiveness of psychological treatment vs. medication for individuals with dementia. CONA continues its Integrated Health Care for an Aging Population strategic initiative on a number of fronts. Presentations from its well-attended symposium, Training for integrated care with older adults: Real world implementation and the path forward are now online. CONA has an item Multidisciplinary Competencies in the Care of Older Adults at the Completion of the Entry-level Health Professional Degree on Council’s current agenda. Endorsement of this item would convey the message that psychological research and practice are critical to national efforts to improve the health and well-being of older people. CONA also provides resources generated from the rich history of geriatric integrated care efforts to inform the work of the APA Center for Psychology and Health. In service of its goal to engage early career psychologists and graduate students in careers in aging, CONA offered Speed Mentoring for Budding Neuropsychology and Geropsychology Research Careers at Convention for the third consecutive year. This successful, interactive mentoring event includes informal small-group and one-on-one discussions on issues regarding the
development and implementation of early career research programs with prominent, senior investigators in geropsychology and neuropsychology.

Office on AIDS

The Office on AIDS (OOA) works to sustain and coordinate APA’s nationwide leadership in educating psychologists and society about the roles psychology can play in the fight against HIV/AIDS and in encouraging and supporting psychologists in their efforts to eliminate the epidemic through effective strategies of preventive education and intervention. It produces and disseminates HIV/AIDS education resources to members and the public and provides guidance and direction for APA HIV/AIDS advocacy activities at federal, state and local levels. It stimulates behavioral research in areas associated with HIV prevention and mental health services, and facilitates linkages between APA, behavioral and medical researchers, and community-based organizations to coordinate and improve HIV-related research and mental health services.

HIV Specialist Special Issue (1a, 2a, 2b, 2c, 2e, 2f, 2g, 3b, 3d)

The Committee on Psychology and AIDS (COPA) collaborated with the American Academy of HIV Medicine (AAHIVM) in publishing a special issue of the HIV Specialist highlighting psychological and mental health issues confronting people with HIV/AIDS. This issue informs (primarily) nonpsychologist healthcare providers of the roles that psychology can play in the management of HIV disease, as well as in education and prevention. It also highlighted psychology’s role in the provision of integrated healthcare.

World AIDS Day (1a, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3d, 3e)

World AIDS Day (December 1) commemoration events spanned the weeks of December 2 and December 9 and included (among other activities) a display of a panel from the AIDS Memorial Quilt in the lobby; World AIDS Day highlighted on the APA homepage carousel; a webpage for the Office on AIDS; postings on the APA, BSSV, and HOPE Facebook pages; E-card, e-blasts and tweets about World AIDS Day, HIV/AIDS care and testing resources; a brown-bag luncheon lecture by Dr. Lisa Bowleg; and a field trip for the Gay-Straight Alliance Club from Meade High School from Anne Arundel County, Maryland centered on viewing the quilt.

Resolution on Counseling in HIV Testing Programs (1a, 2a, 2c, 2d, 2e, 2f, 2g, 3b, 3d)

In 2012, COPA drafted a Resolution on Counseling in HIV Testing Programs to draw attention to the importance of retaining counseling as a key element of expanded HIV testing efforts under the National HIV/AIDS Strategy in order to ensure that support, education, and active efforts at linkage to care remain core components of the HIV testing process. The draft resolution was reviewed by BAPPI at the Fall 2012 Consolidated Meetings, revised, and adopted by Council in August 2013.
APA/BET HIV Prevention Partnership (1a, 2b, 2c, 2e, 2f, 2g, 3c, 3d)

The APA/BET partnership team is collaborating to produce evidence-based materials/products focused on sexual health and HIV/AIDS prevention targeting African American youth. The partnership drafted a survey to guide development of materials/products, obtained IRB approval, and preparations for survey administration and data analysis are underway. A youth advisory board was established to provide feedback on the project; arrangements for regularly-scheduled conference calls are underway.

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 Center for Mental Health Services (CMHS) of the Substance Abuse and Mental Health Services Administration (SAMHSA) to enhance psychologists' ability to respond to people infected and/or affected by HIV. It develops and pilots HIV training curricula and trains trainers to use them in their training activities. HOPE’s cadre of 157 volunteer psychologists has trained more than 4,200 psychologists and allied mental health professionals since the beginning of the current contract in 2010 and more than 32,000 mental health providers since 1991. The program also produces online APA-approved education courses.

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 (CDC). Program staff presented at the African American AIDS Leadership Initiative (AAALI) grantee meeting on The Relevance of High Impact Prevention and the National HIV/AIDS Strategy. The program produced webinar on HIV and Aging Populations: The Landscape and The Future. The Integration of Mental Health, Substance Abuse, and HIV Prevention was delivered across the United States with a final session in Atlanta. The fourth and fifth of consumer factsheets addressing Program Monitoring and Evaluation were created for CBOs evaluating their programs and services. In collaboration with Emory University School of Medicine and the Southeast AIDS and Education Training Center the Program developed and delivered two pilot presentations of a four-hour face-to-face training, Re-Envisioning the Patient-Provider Encounter: Views from Infectious Disease and Mental Health in Atlanta and Birmingham. Finally, the Program was invited to present at the Illinois Statewide HIV Prevention Conference on Aligning Your Organization with the National HIV/AIDS Strategy and High Impact Prevention.

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 eNursing LLC received $850,000 from the Small Business Innovations Research (SBIR) Program of the National Institute of Mental Health (NIMH) to develop a 10-module, internet-based, continuing education program to train psychologists and other mental health providers about working with people nearing end of life. Launched on the APA Continuing Education Program website in August 2009, it continues to be marketed.
Governance Support: Ad Hoc Committee on Psychology and AIDS (1a, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d)

Office on AIDS staff provided support for the Ad Hoc Committee on Psychology and AIDS (COPA), charged with providing policy direction and oversight for current APA AIDS-related activities, advising APA staff, establishing liaisons with governance groups regarding AIDS issues, and formulating new APA initiatives to meet evolving challenges. The 2014 committee members are Velma McBride Murry, PhD (Chair); Maggie Chartier, PsyD, MPH; Timothy Heckman, PhD; Christina S. Meade, PhD; Monica Rivera-Mindt, PhD; Matthew Skinta, PhD, ABPP.

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.

Pediatric Outreach Meeting (2a, 2b, 2c, 2d, 2e, 2f, 2g)

On January 6, 2014, the Children, Youth and Families office held the Pediatric Outreach meeting, which was co-sponsored by the APA Center on Psychology and Health and the APA Education Directorate. This brainstorming meeting was held to explore options for building and acting on grassroots support within the pediatric community for integrating psychologists into pediatric primary care settings. APA members from Divisions 12, 25, 31, 33, 38, 53, and 54, including members of the Division 54 Task Force on Training for Psychologists Working in Primary Care Settings attended the meeting. Participants were psychologists who currently work in Children’s Hospitals and academic training centers, including those who can address diversity and health disparity issues. APA Staff from the Center for Psychology and Health and the Education Government Relations office also attended the meeting.

Task Force on Violent Media (2g, 3c, 3d)

The Children, Youth, and Families Office is providing the staff support for the APA Task Force on Violent Media. Approved by the Board of Directors in January 2013, the Task Force will oversee a comprehensive review 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. The Task Force had its second meeting in October 2013 and adopted a strategy and work plan for addressing the literature published since the most recent meta-analysis. Final recommendations regarding the 2005 Resolution on Violent Video Games and Interactive Media will be completed in 2014.

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 the entire month of May 2014 to help promote National Children’s Mental Health Awareness Day (May 8, 2014). For 2014, the Speak Up for Kids Campaign is hitting the road, bringing the message of help and hope to cities nationwide. The campaign will be hosting a series of panel discussions where innovators and influencers will come together to drive dialogue
about important topics in children's mental health. Each event will also be streamed on www.childmind.org/speakup alongside helpful resources for parents.

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

APA will cosponsor with the American Bar Association a continuing education conference on *Confronting Family and Community Violence* on May 1-3, 2014, in Washington, DC. **U.S. Attorney Eric Holder has been confirmed as the keynote speaker.** The multiday conference will 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. CYFO staff are working with OGC to plan the conference.

**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.”

CYF members in 2014 are Laurie “Lali” D. McCubbin, PhD (Chair); Michael A. Southam-Gerow, PhD; William Douglas Tynan, Jr., PhD; Carmen R. Valdez, PhD; Jodi Quas, PhD and Caryn Rodgers, PhD.

**Disability Issues in Psychology Office**

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.

During this reporting period, August 2013 – February 2014, the following activities were conducted:

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

- The office is working with the Student/Early Career Psychologists with Disabilities Advisory group to develop a guide with vignettes that elucidate the barriers encountered by students with disabilities in their education and training programs, and ways to better address the needs and concerns of students and early career psychologists with disabilities.
- In collaboration with CDIP, the Summer/convention edition of the *Spotlight on Disability Newsletter* was developed, http://www.apa.org/pi/disability/resources/publications/newsletter/index.aspx.
• The Office, in collaboration with the CDIP committee, developed two booklets on telehealth services; one booklet is intended for consumers with disabilities and the other is written for psychologists.

**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.
• The Office worked with the Convention Office to develop information products for members with disabilities and health conditions of the disability-related services made available by the APA at its annual convention.
• Met with members of the BCA to further strengthen our efforts to meet the needs of members with disabilities at the annual meeting.
• Acted as a resource to staff liaisons on disability issues, and meeting the needs of members with disabilities.

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

During this reporting period, the Office:

• Served as one of the two primary representatives of the APA to the American Association for the Advancement of Science (AAAS) Human Rights Coalition. In that capacity, Office Director attended one coalition meeting, participated in the council meeting, and served as a moderator of a panel presentation.
• Attended the high-level meeting of the General Assembly on Disability and Development (HLMDD) which was held at UN Headquarters in September 2013.
• Met with the ABA Commission on Mental and Physical Disability in as member of its advisory committee.
• Met with the APHA section on disability issues.
• Met with the Like Skills Center in my capacity as member of the Human Rights committee.
• Actively participated in the Coalition for Citizens with Disabilities, served on the coalition’s Rights, Health, and International task forces, and monitored disability policy and legislation that have implications on APA policy initiatives.

**Presentations (2g)**

During this reporting period, the Disability Issues Office Director made the following presentations:
• **Conceptualizations of Disability and their Effects on Disability Disclosure** (Disability Disclosure in/and Higher Education" (Oct. 2013), University of Delaware.

**Legislative Activities (1a, 3d)**

Pursuant to a 2013 congressional briefing on parenting and disability, featuring CDIP member Dr. Erin Andrews, Office Director will work in collaboration with the PI-GRO staff and National Council on Disability (NCD) on additional activities to continue to increase awareness of parents with disabilities and generate interest in eventual legislation.

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

The office provided staff support to the APA Committee on Disability issues in Psychology (CDIP). 2013 CDIP members are Erin Elizabeth Andrews, PsyD; Lawrence Pick, PhD; Joseph F. Rath, PhD; Dana Dunn, PhD; Carrie Pilarski, PhD; and James L. Werth, Jr. PhD.

**Office of Ethnic Minority Affairs**

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

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. The following are activities OEMA accomplished during the current reporting period:

**Communications**

• Coordinated and implemented activities for the **Ethnicity and Health in America Series (EHAS)** which is designed 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. This February, the Office of Ethnic Minority Affairs, in partnership with the Chicago Professional School of Psychology, Prevention Ward 7 and 8, and faculty members from nearby institutions, will be raising awareness about psychological underpinnings that may lead to substance use/addiction and unveiling stigmas that pose as barriers to healing and optimal living.

In commemoration of American Indian/Alaska Native Heritage Month in November, the APA Office of Ethnic Minority Affairs sponsored a presentation addressing stress from a specific American Indian perspective.

Daniel V. Foster, PsyD, recorded “American Indian perspective on optimal well-being” on Nov. 20, 2013, via Google+ Hangout. Foster is a supervisory clinical psychologist at the Rosebud Comprehensive Health Clinic serving the Rosebud Sioux Reservation in South Dakota. He discussed “Wicozani,” or optimal well-being, from a Wolakota perspective — a way of life leading to optimal spiritual, shared a holistic approach to stress that works regardless of the source of stress.

• Conceptualized, solicited articles, produced and disseminated the installments of OEMA’s quarterly electronic news journal, the **Communiqué**. These issues included updates on recent
OMEA activities as well as other relevant calls and announcement emanating from the Public Interest Directorate. In addition, each issue featured a special section that addressed topics particularly relevant to African American and Asian American Heritage months respectively. Available at: http://www.apa.org/pi/oema/resources/communique/index.aspx (1a).

September 2013
This newsletter addresses National Hispanic Heritage Month, CEMA 21st Annual Invitational Breakfast, legislative update, educational enrichment in Hawaiian culture, APA's Code of Ethics, diversity and social justice, James Jones conversation on the Trayvon Martin tragedy, race in America, OEMA's highlights and honors, upcoming conferences and publications on ethnic minority affairs.

May 2013
This newsletter addresses Asian-American and Pacific Islander Heritage Month, violence against individuals and communities, civil rights for Sikh men, American Academy of Pediatrics letter to U.S. senators on gun violence, Asian-heritage parenting and others.

- Continued other ongoing efforts such as (a) maintaining and updating the OEMA database of over 3500 psychologists of color; (b) updating and managing the OEMA Website (http://www.apa.org/pi/oema/); (c) coordinating with the official magazines of the APA to submit announcements for OEMA related activities and programs in 2013; and (d) responding to inquiries from members and the general public. (1a)

Ethnic Minority Recruitment, Retention, and Training Initiatives

- On behalf of the APA Board of Directors (BOD) CEMRRAT2 Task Force, coordinated the competition and ultimate selection of the 2013 Richard M. Suinn Minority Achievement Award for Excellence in Ethnic Minority Recruitment and Graduation. This award was presented during the APA Annual Convention to Boston College, Counseling Psychology Doctoral Program. (1a) See: http://www.apa.org/pi/oema/programs/recruitment/commission.aspx.

- On behalf of CEMA, managed and coordinated the competition and selection process of the 2013 Jeffrey S. Tanaka Memorial Dissertation Award in Psychology. This award was presented during the 2013 APA Annual Convention in Hawaii to Cynthia J. Najdowski, PhD for her dissertation: “Stereotype Threat in Police Encounters: Why African Americans are at Risk of Being Targeted as Suspects” (University of Illinois at Chicago, 2012). (1a) See: http://www.apa.org/about/awards/tanaka-award.aspx.

- 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. (1a) See: http://www.apa.org/about/awards/pubint-cemrrt.aspx.
Psychology in Ethnic Minority Serving Institutions (PEMSI)

- OEMA solicited applications, coordinated review and selection, and coordinated grant award processes for four 2013 awardees of OEMA’s *Promoting Psychological Research and Training on Health Disparities Issues (ProDIGs)* grants to early career faculty at minority-serving institutions. *(2f, 3e)* See: [http://www.apa.org/pi/oema/programs/disparities/index.aspx](http://www.apa.org/pi/oema/programs/disparities/index.aspx)

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. *(1a)* See: [http://www.apa.org/pi/oema/resources/associations.aspx](http://www.apa.org/pi/oema/resources/associations.aspx). OEMA assistance:

- Management and coordination of follow-up activities and actions resulting from CNPAAEMI’s semi-annual meeting that was held on Wednesday, January 16, 2013 in Houston, TX.

- Facilitated communication and network development associated with CNPAAEMI’s projects and concerns e.g., development of the federation alliance, support for the Leadership Development Institute, development of an informational brochure on tests and assessment. *(1a)*

Governance Support

OEMA provided continuing staff support to 2013 members of the APA Committee on Ethnic Minority Affairs (CEMA); members include Iva GreyWolf, PhD, Daniel V. Foster, PsyD, Muninder K. Ahluwalia, PhD, Helen A. Neville, PhD, Ignacio David Acevedo-Polakovitch, PhD, and John D. Robinson, EdD, MPH, FACHP. Staffing support consisted of (a) securing hours and supporting proposal development for CEMA’s 2013 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 spring 2013 meeting, including agenda book development and follow-up actions. *(1a, 1c)* For more information: [http://www.apa.org/pi/oema/committee/index.aspx](http://www.apa.org/pi/oema/committee/index.aspx).

Commission on Ethnic Minority Recruitment, Retention and Training in Psychology II Task Force (CEMRRAT2 TF); members include Guillermo Bernal, PhD; Beth Boyd, PhD; Jessica Henderson Daniel, PhD; and Frederick Leong, PhD. Efforts involved: (a) coordinating the development of its 2013 convention program; (b) staffing its 2013 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 2013 CEMRRAT Implementation Grants Fund awards. *(1a, 1c, 2f)*
Lesbian, Gay, Bisexual, and Transgender Concerns Office

The mission of the APA Lesbian, Gay, Bisexual and Transgender Concerns Office is 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, d, e, f, g, 3c)

- Worked with the APA Office of General Council on briefs for Sevcik v. Sandoval and Jackson v. Abercrombie and Griego v. Oliver challenging state marriage bans in Nevada, Hawaii, and New Mexico, respectively.
- Worked with the Public Interest Government Relations Office:
  - engaging executive branch advocacy and federal agencies related to health;
  - provided feedback on new issue briefs including ENDA, SNDA, LGBT Health Disparities;
  - participated in a meeting with Aaron Tax, Director of Federal Government relations for SAGE.
- Supported Joint Division 44/CLGBTC APA Task Force on Guidelines for Psychological Practice with Transgender and Gender Non-Conforming Clients.
- Provided technical support for joint working group of the CLGBTC; the Committee on Children, Youth, and Families; Divisions 16 and 44; and the National Association of School Psychologists revising and updating the 1993 APA Resolution Lesbian, Gay, and Bisexual Youth in Schools.

APA Convention 2014 (2a, b, c, e, f, g, 3c, d, e)

Proposed programming:
- Funding for LGBTI Research at NIH: An Insider’s Guide (accepted).
- LGBT Movements: Global Progress, Challenges, and the Role of Psychology (not accepted).

International Network for Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology (2g, 3c, d)

- Provided secretariat for the International Network for Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology.
- In December, completed two-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;
  - Facilitated the development and adoption of a Strategic Planning Process with Network Representatives.
  - Supporting development of a Latin American Regional Network of the International Network, including technical support and translation of Network administrative documents into Spanish.
• Coordinated quarterly conference calls of the APA Oversight Group monitoring APA involvement with the Network.

• Pitched article idea for the Monitor about the Network and APA’s involvement, which resulted in Fighting discrimination worldwide: APA’s commitment to applying social science to protect and expand the rights of LGBT people worldwide is paying off.

• In December, secured new Arcus Foundation grant of $300,000 over 3 years to expand upon the work from the first grant to begin January 1, 2014.

• Provided Lee Badgett, Research Director of the Williams Institute, an overview of IPsyNet.

Capacity Building Assistance for School-Based HIV/STD Prevention (2e, f, g, 3 c)

Handled implementation the Safe and Supportive Schools Project (SSSP), funded by a 5-year cooperative agreement with CDC/DASH to help 19 state education agencies promote safe and supportive school environments as an innovative approach to the prevention of HIV and other sexually transmitted infections among adolescents. The project is focused on creating safe and supportive environments for all students and staff and three groups of youth at disproportionate risk: LGBT youth, with an emphasis on young men who have sex with men (YMSM); homeless youth; and youth enrolled in alternative schools. During the first year of the cooperative agreement, the SSSP is developing evidence-supported resources on bullying and harassment prevention, increasing parental engagement, and improving school connectedness for school counselors, nurses, psychologists, and social workers who can implement these interventions to improve school climate. The SSSP will disseminate these resources to the state education agencies that CDC/DASH has also funded during years 2-5 (August 1, 2014-July 31, 2018).

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

• Presented an overview of office activities to the Meade High School Gay Straight Alliance (MD) visiting the APA in the lobby in recognition of World AIDS Day;

• Provided complimentary copies of APA’s LGBT resources on request.

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

• Respond to interview requests by reporters on LGBT topics. Inquiries are weighted toward sexual orientation change effort issues with a new emphasis on state level efforts to ban such practices with minors. In January Dr. Clinton Anderson was interviewed by a reporter with American Medical News about APA’s position on sexual orientation change efforts and in October by a television news crew from Chile about lesbian and gay parenting.

• Monitor article about the International Network, Fighting discrimination worldwide: APA’s commitment to applying social science to protect and expand the rights of LGBT people worldwide is paying off.

• New web pages:
  o Lesbian, Gay, Bisexual, and Transgender Health.
  o Lesbian, Gay, Bisexual and Transgender Aging
  o Reducing Sexual Prejudice: The Role of Coming Out
Had Spanish translation of Answers to Your Questions About Transgender People, Gender Identity, and Gender Expression printed.

Had Answers to Your Questions for a Better Understanding of Sexual Orientation & Homosexuality and Answers to Your Questions About Transgender People, Gender Identity, and Gender Expression translated into Arabic, Chinese and Russian.

Published the Russian translation of the sexual orientation brochure online in time for the Sochi Winter Olympics with a link provided in an APA Press Advisory. The brochure on gender identity to be published soon.

Provided content for the Public Interest Directorate’s electronic newsletters, contributions to the APA Facebook page, content for “tweets” from the PI executive director, and assisted with blog postings.

Continued with periodic promoting new LGBTCO webpage content.

Governance Support: Committee on Lesbian, Gay, Bisexual, and Transgender Concerns (1a, c, 2b, e, g, 3d)

- Provided support to the Committee on Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBTC).
- 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 2014 include Jose Miranda, PsyD (Chair), Helen Hsu, PsyD, Ruth Fassinger, PhD; Sand Chang, PhD, Tania Israel, PhD; and Mark Brennan-Ing, PhD. Angela D. Ferguson, PhD & Parrish L. Paul, PhD cycled off at the end of 2013.

Minority Fellowship Program
http://www.apa.org/pi/mfp/

APA Goals and Objectives (2c, 2f, 2g, 3d, 3e)

The APA 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 2014, the MFP received 174 applications for its Mental Health & Substance Abuse Services (MHSAS) fellowship programs (predoctoral and postdoctoral). These applications are being
prepared for review by the MHSAS Training Advisory Committee in March. In addition, 31 currently funded fellows have submitted annual progress reports for review. The currently funded MHSAS fellows can be found at http://www.apa.org/pi/mfp/psychology/services-bios.aspx.

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

The Recovery to Practice (RTP) project team completed the piloting of 15 training modules at different doctoral, internship and postdoctoral sites to integrate recovery-based principles into psychology programs. A description of the training can be found at http://www.apa.org/pi/mfp/psychology/recovery-to-practice/training.aspx. The project team organized an advisory committee in-person meeting at APA in Washington, DC on September 27, 2013. During this meeting the results of the curriculum pilot and marketing/dissemination of the curriculum were discussed and a strategic plan for further integration of recovery into psychology was initiated. RTP also organized two recovery-oriented symposia during the 2013 APA convention.

New MFP Fund (2f, 3e)

The Fund for Racial and Ethnic Diversity continued receiving donations through the American Psychological Foundation this year. This fund will offer a range of partial support including stipends, mentoring, networking, professional development, dissertation funding, tuition, and health insurance to trainees in psychology and neuroscience whose career goals are consistent with the MFP mission. A long-term goal is to support at least 20 trainees each year through the fund.

Events at the 2013 Annual APA Convention (2e, 2g, 3e)

July 31 – August 4, MFP-sponsored events included a 2-day Professional Development Workshop for new fellows. Sixteen new fellows received orientation on APA, MFP, and SAMHSA; participated in various workshops; and visited I Ola Lāhui: Rural Hawai`i Behavioral Health. The center provides culturally minded, evidence-based behavioral health care that is responsive to the needs of medically underserved and predominantly Native Hawaiian rural communities.

MFP also hosted Robert Wood Johnson Foundation New Connections Program where four early and midcareer researchers in psychology funded through the New Connections program will discussed how their research relate to ethnic minority communities, along with its annual Special Interest Symposium entitled, “Improving Native Hawaiian Outcomes in Health and Mental Health.”

MFP also held its annual Achievement Awards, Poster Session, and Social Hour where the new cohort of fellows was introduced to the MFP family. Furthermore, achievement awards were presented to Drs. Kamana’Opono Crabbe, Barbara Yee, Helen Neville, and Monica Ulibarri (http://www.apa.org/pi/mfp/psychology/convention-awards.aspx).

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 10-13 to discuss MFP policy and to plan for future years. This year’s retreat was hosted by TAC member Beth Boyd at the University of South Dakota in Vermillion, South Dakota. The TAC roster and short biographies can be found at http://www.apa.org/pi/mfp/committees/psychology.aspx.

Webinar (2b, 2e, 2g)

January 9, 2014, MFP hosted a webinar entitled “Culturally Appropriate Prevention and Early Intervention Therapies in Native Hawaiian Communities.” The webinar was presented by Keawe‘aimoku Kaholokula, PhD, an MFP alumnus and the Chair of the Department of Native Hawaiian Health of the John A. Burns School of Medicine at the University of Hawaii at Manoa. Dr. Kaholokula presented and led a discussion on Native Hawaiian Mental Health, and also talked about his own work in integrated care and healing. All MFP fellows were invited, as well as fellows from MFPs in other disciplines.

MFP Program Promotion (2c, 2f)

In conjunction with the events at the Convention, MFP produced 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. The summer 2013 issue of Variability can be found at http://www.apa.org/pi/mfp/psychology/variability/2013/08/summer.pdf.

Last fall, the MFP distributed promotional materials to members of the psychology community. This entails sending electronic messages to listservs and setting up links to the MFP websites from other websites. It is estimated that we sent materials to over 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, 3e)

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)

  The SES Indicator’s readership continues to grow, with a 75% growth, over the course of one year. During this reporting period, OSES published its summer issue, fall issues were dedicated to Taxing the Poor: Doing Damage to the Truly Disadvantaged which explores the
evolution, motives and causes behind U.S. tax policies and its impact on low-SES citizens; a fall issue on, *Sleep and Poverty*, which examines how low-SES families have been found to have poor sleep, characterized by shorter duration, poor quality and great variability and a companion article *When Children Grow Up*, which offers a narrative on the health consequences of poor sleep in adults and finally the winter issue which examines the successes and failures of the 50th anniversary of the War on Poverty and its impact on the central region of Appalachia, and its cultural consequences. OSES continues to recruit and welcomes topics and guest editors for the *SES Indicator*.

- **Examining the Complexities Between Health Disparities and Poverty, annotated bibliography**
The OSES is pleased to provide its second installment in its annotated bibliography series that explores the intersections between health disparities and poverty. The bibliography contains listings of relevant books, research, technical reports, and scholarly literature, which takes a psychosocial lens to reflect continuing shifting trends among researches seeking to meet the needs of the changing population.

- **World Poverty Day Screening of A Place at the Table documentary**
In commemoration of World Poverty Day, the OSES sponsored a brown bag lunch screening of *A Place at the Table*, a documentary that examines the issue of hunger in America through the lens of four families struggling with food insecurity.

- **Soup, Sock and Soap Drive**
OSES in collaboration with the APA Neighborhood Opportunities for Volunteer Activities (NOVA) sponsored a fundraiser in commemoration of Hunger and Homelessness Awareness Week.

- **Increased Utilization of Social Media Platforms**
The OSES has continued its use of social media platforms, like Twitter and the new Public Interest Psychology Benefits Society blog at [http://psychologybenefits.org/](http://psychologybenefits.org/), to increase awareness of SES, mental health, and social class-related news and events. During this reporting period in addition to its web content, OSES published tweets. Some of the SES-related blog posts were:

  - Psychological Interventions for People Who are Homeless
  - Food Assistance Cuts Put Millions at Risk of Hunger
  - Where Do We March From Here? Psychologists’ Perspectives on Advancing the Dream
  - Has Dr. King’s Dream Died? The Challenge for Psychology 50 Years after the March on Washington
**CDC-funded Socioeconomic Status Related Cancer Disparities Program** (SESRC) (2a, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

August 2013, the Office on Socioeconomic Status sunset 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 (SESRC). SESRC 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.

During this reporting period SESRC has continued to work steadily to implement the goals and objectives of the grant through the following accomplishments:

- SESRC conducted a Professional Development Training Resource (PDTR) workshop, which provided community cancer-serving professionals evidence-based tools and strategies to act on and advocate for cancer prevention and control efforts targeting socioeconomically disadvantaged populations. The workshop was held in Des Moines, IA (5/9/2013) in collaboration with the Iowa Cancer Consortium, the Iowa Comprehensive Cancer Control Program, and the Office of Minority and Multicultural Health of the Iowa Department of Public Health. SESRC conducted a **PDTR workshop** in Honolulu, HI on August 1st during the APA convention.

**Governance Support: Committee on Socioeconomic Status** (1a)

OSES provided staff support to the Committee on Socioeconomic Status (CSES). The CSES members of 2013 include Salvador Macias, III, PhD Laura C. Smith, PhD (Chair); Cynthia Hudley, PhD (Chair-elect); Ruth Riding-Malon, PhD, Dionne J. Jones, PhD and John M. Ruiz, PhD.

The OSES awarded its 2013 Leadership Award Recipients for promoting scientific understanding of the impact of poverty and SES on health, education, and human welfare at the 122nd Annual APA convention in Honolulu, HI. Awardees included Distinguished Leadership, **Heather Bullock, PhD**, Professor, University of California, Santa Cruz; Emerging Leadership, **Bryan Kim, PhD**, University of Hawaii, Hilo; and Organizational Leadership, **Hawaii H.O.M.E. Project**, Honolulu, HI.

The OSES thanked Drs. Laura Smith and Salvador Macias, III whom services ended on December 31, 2013. The office welcomed its newest committee members, Dr. Ramani Durvasula and Kipp Pietrantonio, whose service began on January 1, 2014.

**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)

ACT is a 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. During this reporting period:

- The program was offered by psychologists and other professionals to thousands of parents and caregivers in almost 100 communities in in the U.S. and in Brazil, Colombia, Puerto Rico, Greece, Peru and Japan.
- The office continued to work on the LGBT program for parents to be concluded in 2014. Based on survey data a first preliminary list of content topics was created and in addition some funding sources have been identified.
- A new project was started: The *Parenting in Challenging Times*, which combines a DVD featuring 4 experts and a discussion guide addressing relevant topics for parents and caregivers. It will be launched in May 2014 and will be available to educators and professionals working with families.

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

Although the period of performance for the grant from the U.S. Department of Justice has concluded, VPO continued to disseminate the program materials to mental health professionals and others to increase their knowledge about evidence-based assessment tools and therapy models to treat children victimized by violence.

VPO director continued to provide consulting services to DOJ/Office for Victims of Crime Training and Technical Assistance Center reviewing online training curricula for providers of services to victims of crime.

The office is helping a group of the EP Trainers who continues to offer the program workshop in their communities. The office worked with the DOJ/OVC to offer a funding mechanism for them to continue taking the EP Program to their communities.

**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 as well as the large public, especially parents and caregivers.

The ACT website redesign was completed and re-launched on November 25th attracting thousands of visitors to its improved site.
The VPO director represents APA at the National Health Collaborative on Violence and Abuse (NHCVA). Under 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; Wynter K. Oshiberu, Women’s Programs Assistant.

APA Leadership Institute for Women in Psychology (1a)

The 2013-2014 APA Leadership Institute for Women in Psychology (LIWP) convened on October 29-31, 2013, at the Kellogg Conference Center, Gallaudet University in Washington, DC. The Year Six class included 26 midcareer women psychologists from academic, academic medical, clinical, and consulting settings. The core curriculum included Leadership Models, Mid-Career Management, Goal Setting and Planning; Negotiation Skills; Fiscal, Program, and Personnel issues; and Mentoring Networks, including gender and diversity issues. The interactive workshops will be complemented by Webinars. Previous topics have included: Sustaining and Funding a Research Program; Managing Work-Life Balance; Strategic Planning; Dealing with Difficult People; and Ethics from the Leadership Perspective.

The Spring Follow-on program has been scheduled for March 19-20, 2014.

In January, WPO released the Call for Applications for the 7th Annual APA LIWP, which convenes on Aug. 4-6, 2014 and March 25-26, 2015 in Washington, DC. The Call for Applications is currently available at http://www.apa.org/pi/women/programs/leadership/index.aspx.

Women with Disabilities in STEM Education (WWDSE) Research Agenda Development Project (2a, 2b, 2c, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

In December 2013, Dr. Miles-Cohen worked to complete the final report for the National Science Foundation (NSF) grant that supports the Women with Disabilities in STEM Education Research Agenda Development Project (WWDSE). The project goal is to establish a 5-year research agenda to identify barriers and promote successful outcomes for women with disabilities in STEM education.

The WPO is working to distill almost 20 hours of video from the 2012 WWDSE conference into a 5-to 10-minute video of meeting highlights. This highlight video will be posted on the WPO Web site and will augment the final report and other project deliverables.
**Trafficking of Women and Girls** (2b, 2c, 2e, 2f, 2g, 3b, 3c, 3d, 3e)

Members of the Task Force on Trafficking of Women and Girls include Nancy M. Sidun, PsyD, ABPP, ATR (Co-chair); Deborah L. Hume, PhD (Co-chair); Mary C. Burke, PhD; Michelle Contreras, PhD; James O. Finkenhauer, PhD; Terri D. Patterson, PhD; Alexandra S. Pierce, PhD; Marsha B. Liss, PhD, JD; and AnnJanette Alejano-Steele, PhD.

Task Force members submitted the draft report for review by APA committees during the Round I (September 20-22, 2013) and Round II (November 1-3, 2013) consolidated meetings. The report was revised and submitted for review by the APA Board of Directors during its December 13-15, 2013 meeting. The final report is expected to be reviewed by the APA Council of Representatives during its February 21-23, 2014 meeting.

**Task Force on the Sexualization of Girls** (2g, 3d)

The Report of the APA Task Force on the Sexualization of Girls was released February 2007. Now in its third printing, WPO has distributed thousands of copies of the report in the U.S. and around the world.

WPO worked with a consultant to complete a 5-module curriculum to educate middle school students about sexualization of girls and media literacy. The curriculum is currently under review.

Additionally, WPO consulted with the PI Executive Office for the production of Girls Talk: Sexualization of Girls video at [https://www.youtube.com/watch?v=B2Pddlma3LQ](https://www.youtube.com/watch?v=B2Pddlma3LQ)

**CWP Visiting Scholar** (1c)

WPO, CWP, Science Executive Director Dr. Steve Breckler, and Center for Workforce Studies (CWS) staff worked to identify a visiting scholar to work on gender in the psychology workforce. A call for applications was disseminated in July. In September 2013, the committee began reviewing applications.

In December 2013, CWP announced the selection of Ruth Fassinger, PhD, for the position of CWP Visiting Scholar. Dr. Fassinger will work closely with CWP, CWS, and the WPO to update the 1995 *Report of the Task Force on the Changing Gender Composition of Psychology*, and conduct additional related research on gender in the psychology workforce. A report is expected in December 2014.

**Women’s Psych-E** (1a)

*Women’s Psych-E* is 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.
**Intimate Partner Violence (IPV)** (2b, 2c, 2e, 2f, 2g, 3d)

WPO staff worked with members of CWP to develop a consumer-friendly brochure highlighting the mental health consequences of intimate partner violence (IPV). Staff worked with the APA Publications and Communications Office on the design for the print version of the brochure, which includes a tear-away card containing safety planning information. In June 2013, Graphic Design USA presented APA with and American Inhouse Design Award for the IPV Brochure.

WPO and CWP, along with input from the Committee on Disability Issues in Psychology, developed a consumer brochure for women with disabilities who experience IPV. Staff worked with Public and Member Communications to develop the design and layout for the brochure, which will be available for dissemination via web site and hardcopy February 2014.

Also, on October 30, 2013 the Women’s Programs Office organized an awareness event as part of the DC Coalition Against Domestic Violence’s “Purple Thursday 2013” campaign, during which, staff were invited to wear purple to honor and support survivors and victims of domestic violence. In addition, the WPO provided ribbons and resources on domestic violence, and encouraged staff to visit the Public Interest Directorate for additional facts and statistics. APA was awarded the honor of the “Largest Purple Group” on the DCCADV website, and in acknowledgment of their participation, DCCADV provided lunch, treats, and DCCADV resources for APA staff.

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

WPO provided staff support for the CWP, which met March 15 –17, 2013 and September 20-22, 2013. Drs. Joan C. Chrisler, PhD (Chair) and Ramani S. Durvasula, PhD (Vice-Chair) completed their terms in December 2013. The 2014 Committee members include Maureen C. McHugh, PhD; Julie L. Williams, PsyD, CRC, ABPP (RP); Edna M. Esnil, PsyD; Cheryl L.B. Travis, PhD; Earlise C. Ward, Phd, LP; and Jennifer P. Wisdom, PhD.
PUBLICATIONS & DATABASES

GARY VANDENBOS, PHD
EXECUTIVE DIRECTOR
OFFICE OF PUBLICATIONS AND DATABASES
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

The APA Office of Publications and Databases (OPD) produces, disseminates, and archives psychological knowledge. From August 2013 through January 2014, 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 2013 included the following:

  o FAK-(German National Academic Consortia): Combined database revenues increased from $1,768,000.00 in 2012 to $1,876,000 in 2013—an increase of $108,000 or 6%.
  o CAUL (Australian and New Zealand Academic Consortium): Combined revenues from all electronic databases increased from $1,976,210 in 2012 to $2,141,805 in 2013—an increase of $165,595 or 8%.
  o CHEST (UK Academic consortia): Combined database sales increased from $2.935M in 2012 to $3.225M in 2013—an increase of $290,000 or 10%.
  o VIVA (Virginia Academic consortia)-Combined database revenues increased from $971,000 in 2012 to $1,037,000 in 2013—an increase of $66,000 or 7%.
  o New York State Academic Consortium (WALDO): Revenues for all databases increased from $1,822,000 in 2012 to $1,990,000 in 2013—an increase of $170,000 or 9%.
  o Southern Australia Hospital Consortium (DHS South Australia): Added new subscriptions to PsycINFO, PsycARTICLES and PsycBOOKS resulting in new revenues of $76,000.
  o California private universities (SCELC): Combined database revenues increased from $642,000 in 2012 to $705,000 in 2013—an increase of $63,000 or 10%.
  o Midwest Collaborative for Library Services (MCLS): Database royalties increased from $505,809 in 2012 to $575,671 in 2013—an increase of $69,862 or 14%.
  o Orbis Cascade Alliance: Combined database sales increased from $717,178 in 2012 to $794,940 in 2013—an increase of $77,762 or 11%.
  o Wisconsin Library Consortium (Wils): Combined database sales increased from $461,076 in 2012 to $517,019 in 2013—an increase of $55,943 or 12%.
o University Texas System: Combined database sales increased from $377,681 in 2012 to $414,894 in 2013—an increase of $37,213 or 10%.

o KYVL (Kentucky Virtual Library): PsycINFO sales increased from $302,662 in 2012 to $350,122—an increase of $47,460 or 16%.

- As of year-end 2013, the marketing programs for electronic products, books, and journals contributed to and supported product sales efforts by collectively producing 158 direct mail campaigns, 6 catalogs, 139 email campaigns, 253 paid advertisements, 1,569 house advertisements, 5 telemarketing campaigns, 6 press releases, 1,200 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 15,000,000 promotional exposures for the year.

- Between July 2013 and January 2014, the Exhibitions Marketing program has managed on-site booth displays at nine conferences worldwide (including three international events) by which to promote electronic/database, book, and journal products. Attendance across all events was approximately 255,000. Through year-end 2013, the Exhibitions Marketing program has organized booth displays at 49 conferences, both in the US and internationally, with a combined attendance of nearly 635,000. Books and journals were promoted at an additional 50 conferences handled by outside vendors.

**PsycINFO**

- (1a, 1b, 3e) Since August 2013, 83,638 records were added to the PsycINFO database. PsycINFO now contains nearly 3.6 million literature records and more than 66 million cited references. Although the majority of them date from 2000, there are cited references dating back to 1920.

- (1a, 1b, 3e) Since August 2013, an additional 3,130 tests were added to the PsycTESTS database, bringing the total number of records to nearly 18,000. Seventy-six percent of the tests included in PsycTESTS contain full-text tests or test items. The number of commercial tests listed is now more than 800. The database is available on four vendor platforms: APA PsycNET, EBSCOhost, Ovid Technologies, and ProQuest.

- (1a, 1b, 3e) The APA PsycNET mobile app was introduced in September 2013. It is a free, light version of the existing web platform and includes include basic search functionality, browse, citation finder, search results sorting and filtering, and the ability to save, email, and export search strategies and results. The app is available for iPhone, iPad, and Android phone and tablets. Users can access the application through individual subscription entitlements (Gold, Gold Plus, or Platinum packages) or institutional entitlements. Non-subscribers can still download the free app, but they only see metadata available to the public from PsycARTICLES and PsycBOOKS.

**APA Books**

- (1a, 1b, 3e) From August 1, 2013, through January 31, 2014, APA Books released the following 25 titles:
Couple and Family Therapy: An Integrative Map of the Territory, by Jay Lebow
Exploring Three Approaches to Psychotherapy, by Leslie Greenberg, Nancy McWilliams, and Amy Wenzel
Mechanisms of Social Connection: From Brain to Group, edited by Mario Mikulincer and Phillip Shaver
Medical Family Therapy and Integrated Care, Second Edition, by Susan McDaniel, William Doherty, and Jeri Hepworth
Geographical Psychology: Exploring the Interaction of Environment and Behavior, edited by Peter Rentfrow;
Trauma and Substance Abuse: Causes, Consequences, and Treatment of Comorbid Disorders, Second Edition, edited by Paige Ouimette and Jennifer Read
The Nature of Work: Advances in Psychological Theory, Methods, and Practice, edited by J. Kevin Ford, John Hollenbeck, and Ann Marie Ryan
Exploring Sport and Exercise Psychology, Third Edition, edited by Judy Van Raalte and Britton Brewer
Pretend Play in Childhood: Foundation of Adult Creativity, by Sandra Russ
Attachment-Based Family Therapy for Depressed Adolescents, by Guy Diamond, Gary Diamond, and Suzanne Levy
Autism Spectrum Disorder: A Clinical Guide for General Practitioners, by V. Mark Durand
Culture Reexamined: Broadening Our Understanding of Social and Evolutionary Influences, by Adam Cohen
Educational Evaluations of Children With Special Needs: Clinical and Forensic Considerations, by David Breiker, Kristen Bishop, and G. Andrew Benjamin
Psychotherapy Theories and Techniques: A Reader, by Gary R. VandenBos, Edward Meidenbauer and Julia Frank-McNeil
The Power of Metaphor: Examining Its Influence on Social Life, by Mark Landau, Michael Robinson, and Brian Meier
Treatment Integrity: A Foundation for Evidence-Based Practice in Applied Psychology, by Lisa Hagermoser Sanetti and Thomas Kratochwill
Assessing Bilingual Children in Context: An Integrated Approach, by Amanda Clinton
The Stigma of Disease and Disability: Understanding Causes and Overcoming Injustices, by Patrick Corrigan
Universal Screening in Educational Settings: Evidence-Based Decision Making for School, by Ryan Kettler, Todd Gover, Craig Albers and Kelly Feeney-Kettler
Decision Making in Behavioral Emergencies: Acquiring Skill in Evaluating and Managing High-Risk Patients, by Phillip Kleespies
Obsessive–Compulsive Disorder and Its Spectrum: A Life-Span Approach by Eric Storch and Dean McKay
The Neuroscience of Risky Decision Making, by Valerie Reyna and Vivian Zayas
A Primer for ICD-10 Users: Psychological and Behavioral Conditions, by Carol D. Goodheart
• (1a, 1b, 3d, 3e) During this period, the Reference Division of APA Books released the following 3 titles:
  o **APA Dictionary of Statistics and Research Methods**, edited by Sheldon Zedeck;
  o **APA Handbook of Sexuality and Psychology**, edited by Deborah L. Tolman and Lisa M. Diamond
  o **Graduate Study in Psychology, 2014 Edition.** (American Psychological Association)

• (1a, 1b, 3d, 3e) Magination Press, APA’s children’s books imprint, released 6 titles between August 2013 and January 2014, including:
  o **Visiting Feelings**, by Lauren Rubenstein
  o **A Happy Hat**, by Cecil Kim
  o **What to Do When It’s Not Fair: A Kid’s Guide to Handling Envy and Jealousy**, by Jacqueline Toner and Claire Freeland
  o **Oh No, School!** by Hae-Kyung Chang
  o **Learning to Feel Good and Stay Cool: Emotional Regulation Tools for Kids With AD/HD**, by Judith Glasser and Kathleen Nadeau

• (1a, 1b, 3d, 3e) The Video division of APA Books added 6 new titles to the APA Psychotherapy Video Series, including:
  o **Emotion-Focused Therapy for Trauma**, by Sandra C. Paivio
  o **Cognitive Behavioral Therapy for Social Anxiety**, by Amy Wenzel
  o **Dialectical Behavior Therapy**, by Alexander L. Chapman
  o **Working with Clients with Physical Disabilities**, by Linda R. Mona
  o **Case Formulation in Emotion-Focused Therapy**, by Rhonda N. Goldman
  o **Adult ADHD**, by Abigail Levrini and Frances Prevatt

• In the latter half of 2013, APA Books Subsidiary Rights Office negotiated 26 licenses for the translation of APA books into Complex Chinese, Simplified Chinese, Korean, Italian, and Turkish.

• The APA Life Tools Series, APA’s self-help imprint, released the following titles:
  o **25 Lessons in Mindfulness: Now Time for Healthy Living**, by Rezvan Ameli
  o **Creating Well-Being: Four Steps to a Happier, Healthier Life** by Pamela Hays
  o **Train Your Mind for Peak Performance: A Science-Based Approach for Achieving Your Goals** by Lyle E. Bourne, Jr. and Alice F. Healy
APA JOURNALS

- The P&C Board is pleased to announce these editorial appointments, naming the following to begin in 2014 as the editor-elect year (and 2015 as the beginning masthead year):
  
  o *Behavioral Neuroscience*
    - **Rebecca Burwell, PhD** (2015-2020)
      Brown University
  
  o *Journal of Applied Psychology*
    - **Gilad Chen, PhD** (2015-2020)
      University of Maryland
  
  o *Journal of Educational Psychology*
    - **Steve Graham, EdD** (2015-2020)
      Arizona State University
  
  o *JPSP: Interpersonal Relations and Group Processes*
    - **Kerry Kawakami, PhD** (2015-2020)
      York University
  
  o *Psychological Bulletin*
    - **Dolores Albarracin, PhD** (2015-2020)
      University of Pennsylvania
  
  o *Psychology of Addictive Behaviors*
    - **Nancy M. Petry, PhD** (2015-2020)
      University of Connecticut School of Medicine
  
  o *Scholarship of Teaching and Learning in Psychology*
    - **Regan Gurung, PhD**
      University of Wisconsin, Green Bay
    - **R. Eric Landrum, PhD**
      Boise State University
  
  o *Translational Issues in Psychological Science*
    - **Mary Beth Kenkel, PhD**
      Florida Institute of Technology

- (1a, 3d, 3e) APA Journals published 13 special issues and 14 special sections of journals
SCIENCE DIRECTORATE

STEVE BRECKLER, PHD
EXECUTIVE DIRECTOR
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 2013 - January 2014.

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.

- **Academic Enhancement Initiative (AEI) activities:**
  - **Advanced Training Institutes (ATI)** – Four ATIs will take place during the summer of 2014: 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.
  - **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 2014 program will take place in spring 2014.
  - **Academic Career Workshops** - Academic workshops are scheduled to take place at the annual meetings of MPA, RMPA, SEPA, SWPA, NEPA, and WPA. These workshops will take place in the spring of 2014, with the exception of the workshop at NEPA, which will be held in October.

- **Science Committees**
  - The **Committee on Animal Research and Ethics (CARE)** continued to work on projects focusing on advocating for support of ethical research with nonhuman animals, establishing relationships with other scientific societies, and educating the public about the nature of nonhuman animal research, in general, and in psychology in particular.
  - 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, the revision of the Guidelines for Test User Qualifications, and the development of a statement on test security.

- The Committee on Human Research (CHR) continued to work on educational initiatives centering on research ethics and also continued to monitor the proposed changes to the regulations for the protection of human research participants. It also initiated a series of columns on research ethics to appear in the Monitor.

**SCIENCE DIRECTORATE ACTIVITIES—**

- **Communications** - Science Directorate staff facilitates communication of news and information to the psychological science community. Public-facing outlets include:
  - Psychological Science Agenda (PSA) a monthly e-newsletter highlighting current issues in psychological science and APA activities and opportunities for scientists
  - APA Science Policy News (ASPN) a monthly e-newsletter from the Science Government Relations Office, including news from Capitol Hill and federal science agencies.
  - Federal Budget Blog provides updates on the federal research budget
  - @APAScience (Twitter)
  - The APA 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 participating in activities related to issues of accountability/assessment contained in several recent initiatives proposed by the Department of Education. Staff has also participated in activities related to the revision of the Standards for Educational and Psychological Testing, and the development of various proposed standards by the International Organization for Standardization (ISO).

- **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 2013-2014 Faculty Salaries in Graduate Departments of Psychology and 2013 APA Member Profiles. A major re-organization of the Center began in 2011, and was 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 member briefs Capitol Hill staff on veterans’ mental health research
- Scientists and public health advocates address prescription drug abuse
- Support for gun violence research gains momentum on the Hill and at federal agencies
- APA joins in lobby day to oppose sequestration
- APA debuts online science advocacy training
SCIENCE DIRECTORATE
HIGHLIGHTS OF ACTIVITIES
AUGUST ‘13 – JANUARY ‘14

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 Science Directorate will not hold a 2014 face-to-face meeting. Instead, the Science Government Relations Office staff has used SciLC resources to develop the following activities: (1a, 2d, 2e, 3c, 3d)

  - **APA Stand for Science District Campaign** – On Dec. 13, the American Psychological Association’s Science Government Relations Office launched the APA Stand for Science District Campaign. The effort represents a natural extension of a series of APA Science Leadership Conferences held in 2007, 2009 and 2011 designed to stimulate advocacy by individual scientists. In the current campaign, scientists who received previous advocacy training in Washington, D.C. will meet with their members of Congress in their home districts and states. Psychologists met with legislative staff during
their participation in the leadership conferences, and in the new campaign they will meet with their actual members of the U.S. House and Senate. Members have been selected based on their assignment to key congressional committees of interest to scientific psychology. The initial invitation was extended to 150 of APA’s constituent scientists, and it is expected that additional scientists will become involved as the program grows. The aim is to encourage greater engagement between individuals within APA’s scientific community and their members of Congress and to establish science advocacy as a new social norm for researchers in psychology.

As another arm of the strategic initiative to involve our grassroots members in advocating for psychological research funding and dissemination, APA is also commissioning an educational digital media video series (1-10 minutes in length each) that characterizes the processes by which researchers can become better advocates for the discipline. The videos will be used to train psychological scientists in a variety of online and in-person formats, and will include components laying out why psychological scientists should be more actively engaged in federal research advocacy and how they can do so more effectively. The aim is for the videos to be brief, compelling, relatively evergreen, and logical as a series while also sensible if only viewed as stand-alone components.

- **Culture of Service Awards** – These awards honor both individuals and Departments of Psychology. The **Award for Distinguished Service to Psychological Science** was presented to Lisa Feldman Barrett who is at Northeastern University and Frederick T.L. Leong who is at Michigan State University. The **Departmental Award for Culture of Service in the Psychological Sciences** was presented to the Department of Psychology at Connecticut College and the Psychology Department at Morgan State University. 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 2014 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 2014. (1a, 2b, 2e, 2f, 3a, 3d, 3e)
  - **Structural Equation Modeling in Longitudinal Research**, at the University of California, Davis, from May 27-31, 2014. 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 2-6, 2014. 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 also gain hands-on experience with the techniques and are 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 2-6, 2014. 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 16-20, 2014. 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 include time series analysis, recurrence quantification analysis, fractal analysis, and dispersion analysis. Information about the ATI workshops is 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 2014 Summer Science Fellowships (SSF) program is currently underway. Applications are due by February 10, after which a review will take place 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 2014. (1a, 3a, 3e)

• **Career Workshops** -- Spring 2014 workshops will be held at the annual meetings of the Midwestern Psychological Association (MPA), Rocky Mountain Psychological Association (RMPA), Southeastern Psychological Association (SEPA), Southwestern Psychological Association (SWPA), and Western Psychological Association (WPA). 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 advocating for support of ethical research with nonhuman animals. In conjunction with its fall 2013 meeting, the Committee was involved in two advocacy
related efforts: i) after receiving advocacy training by staff from the Science Government Relations Office, CARE members met with Congressional delegates to inform them about the impact of sequestration on the care and use of laboratory animals in behavioral and psychological research; and ii) the Committee assisted in organizing a Congressional briefing that highlighted how laboratory animal research has contributed to our understanding of autism, sports-related concussions, and substance abuse. (2d, 3a, 3b, 3d, and 3e)

As part of its continuing effort to establish relationships with other scientific organizations, CARE spearheaded the formation of a Coalition of scientific societies that are invested in supporting ethically and scientifically sound research with nonhuman animals. As of January 2014, seven organizations from a wide range of scientific disciplines have formally joined the Coalition. Two conference calls have been held thus far during which Coalition representatives discussed various initiatives that the Coalition might undertake in the coming year. (3a, 3b, 3d, and 3e)

In September 2013, the Committee administered a survey to get an understanding of the current status of nonhuman animal research in psychology departments across the country, including the use of nonhuman animals in research and teaching, the types of facilities and institutional support available for research, and whether the department has been targeted by entities opposed to research with nonhuman animals. (3a and 3e)

**COMMITTEE ON HUMAN RESEARCH (CHR)**

The Committee continued to work on educational projects that effectively disseminate information on a range of research ethics issues to the broader APA membership while at the same time raising the profile of CHR within the field of psychology. One Committee initiative related to this effort is the development of a series of research ethics columns for publication in the *APA Monitor on Psychology*. Throughout 2014, the *Monitor* will feature a column every other month authored by a member of CHR or an invited expert on a contemporary research ethics topic. The first column on research misconduct was published in January 2014. The Committee also continued to work on the collaborative e-technologies project 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 revision of the *Standards for Educational and Psychological Testing* and the *Guidelines for Test User Qualifications*. Committee members also began development of a position statement on test security. CPTA continued to participate in APA sponsored advocacy efforts related to issues of accountability/assessment contained in several initiatives proposed by the Department of Education (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 changes and proposed changes in regulations and policies for research with human participants as well as 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, and 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**
Activities related to the revision of the *Standards for Educational and Psychological Testing* were completed in August. Activities related to the *Standards* which remain on-going and are expected to continue indefinitely involve publication efforts and the development of *Standards* related educational programs and services. Staff continues to collaborate with other APA directorates on various assessment related activities including advocacy efforts associated with educational reform, most notably various initiatives sponsored by the Department of Education and issues related to the adoption and implementation of the Common Core standards. 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**
The Clinical Practice Guidelines initiative is jointly overseen through the Science and Practice Directorates. One member of the APA Clinical Practice Guidelines Advisory Steering Committee (ASC) was elected to the Board of Scientific Affairs so nominations are being received to fill that vacancy. Consistent with best practice for guideline development, the Board of Directors, in collaboration with the ASC, approved the appointment of two community members to serve as full members of the Guideline Development Panel (GDP) for PTSD Disorders. One potential community member for the GDP for Obesity has been identified and efforts are ongoing to recruit a second member.
Each GDP (Depressive Disorders, PTSD and Obesity) continues to have monthly conference calls and each are focused on refining the scope of the guideline under development. RTI International has been providing technical assistance to the GDP for Depressive Disorders and has completed a draft report reviewing existing high quality systematic reviews. Both the PTSD GDP and the Obesity GDP had their first in-person meetings in October 2013 and have been reviewing the evidentiary base of their respective topics. The ASC continues to have monthly conference calls.

The revised Conflict of Interest form and policy for the Clinical Practice Guidelines Initiative has been completed. A Manual of Procedures for the initiative remains under development.

The chair of the ASC presented at the 2013 APA Convention and APA staff presented at the Guidelines International Network conference (APA is a member). Three APA staff members presented to the Agency for Healthcare Research and Quality and representatives from their evidence-based practice centers on guideline development, particularly when using existing systematic reviews. The ASC completed a manuscript for the 2014 Annual Review of Clinical Psychology on the APA clinical practice guideline initiative.

**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. Forty-seven students received Dissertation Research Awards in 2013, with awards ranging from $500 to $4,500 each. APA Student Travel Awards benefitted 100 graduate students in 2013, enabling them to attend the APA Convention in August. The Science Directorate also administers the APF-COGDOP Scholarship, with recipients announced each fall. Fifteen students received APF/COGDOP Scholarships in the fall of 2013, with award amounts ranging from $1,000 to $5,000 each. (1a, 3a, 3e).

**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 2014 meetings of EPA, MPA, and NEPA. Four Master Lecturers and a Neal Miller Lecturer spoke at the 2013 APA Convention in Honolulu, Hawaii, and four Master Lecturers and a Neal Miller lecturer are scheduled to speak at the 2014 APA Convention to take place in Washington, D.C. (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)
Science communications staff facilitates communication to the psychological science community primarily through monthly email publications, social media, and the APA website. The communications team also fosters internal communication between sub-groups within the Science Directorate as well as other APA offices and directorates. In addition, the team oversees the directorate’s visual identity in print publications (handbooks, data briefs, etc.) and at major events such as the Science Leadership Conference, APA Convention and the USA Science and Engineering Festival. Electronic publications produced by Science communications staff include:

- **Psychological Science Agenda** (PSA) is the monthly e-newsletter of the Science Directorate. It is read by psychologists, students, academic administrators, journalists and policymakers in Congress and federal science agencies. The newsletter includes news and features for the psychological science community.

- **APA Science Policy News** (ASPN) is the monthly e-newsletter of the Science Directorate Government Relations Office. The newsletter covers policy issues that involve psychological science at the national level and includes news from Capitol Hill and federal science agencies.

- **Federal Budget Blog**, regularly updated by Science Government Relations staff, tracks the fast-changing news on the federal research budget.

- **@APAScience** (Twitter) is used to provide brief up-to-the minute news items and announcements of interest to the psychological science community.

**CENTER FOR WORKFORCE STUDIES (CWS)**

The Center for Workforce Studies collects, analyzes, and disseminates information on the psychology workforce and education system. A major re-organization of the Center began in 2011, and was completed in 2013. Two new staff members were hired in 2013, bringing total staff to four. Results from the latest APA and CWS surveys are available at [http://www.apa.org/workforce](http://www.apa.org/workforce). Recent reports include 2013-2014 Faculty Salaries in Graduate Departments of Psychology and 2013 APA Member Profiles.

Ongoing projects include a study of the geropsychology workforce (in collaboration with CONA) and a survey of undergraduate study in psychology (in collaboration with the Education Directorate and BEA). Other CWS projects include: research collaborations with APA Divisions, cultivating state-level lists of licensed psychologists, working with the Bureau of Labor Statistics to revise psychologist classifications in the Standard Occupational Classification System, and revision of workforce taxonomies such as areas of interest and work settings. (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 July 2013 to January 2014 the library staff responded to over 230 requests, purchased new software to make searching the library and archives collections easier and more efficient for users, and purchased new computers for the Gurel Center. (1a)

**SCIENCE GOVERNMENT RELATIONS OFFICE HIGHLIGHTS**

**Capitol Hill briefing highlights violence prevention research** (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)
The American Psychological Association (APA) cosponsored a congressional briefing on June 25 to highlight the work of the National Center on Injury Prevention and Control (“Injury Center”) of the federal Centers for Disease Control and Prevention (CDC). The four speakers, who come from the fields of psychology, medicine and public health, provided a multifaceted review of the current state of violence prevention across the lifespan.

Psychologist Deborah Gorman-Smith (PDF, 1.58MB), of the University of Chicago and a member of the Injury Center’s Board of Scientific Counselors, emphasized the significant progress that has been made in the field of violence prevention research over the past 20 years, including a growing understanding of what risk factors are malleable and what types of prevention programs are effective. She emphasized the need to continue to build the evidence base of effective programs, as many programs have no impact or can even do harm. Gorman-Smith described how the Chicago Center for Youth Violence Prevention, which she directs, focuses on the role of families in violence prevention, which often has been left out of previous approaches. The Chicago Center is investigating such strategies as the promotion of health development and family capability in high risk communities and the use of surveillance data for predictive epidemiology. Gorman-Smith reported on a successful program called SAFE Children, which works with families of first grade students and has been shown to lead to positive outcomes when those students reach high school. Offering a medical perspective, Clarence Lam (PDF, 1MB), assistant director of the Prevention Medicine Residency Program at the Johns Hopkins Bloomberg School of Public Health, presented data on the frequency of hospitalizations due to different kinds of violence, including self-inflicted violence, assault and maltreatment. Lam painted a picture of what violence-related injuries look like in the hospital setting, including the observations that the role of violence is often only discovered after questioning and that mental and emotional trauma following violent injuries is apparent but difficult to quantify. He also discussed the longer-term medical effects of violence, including the effects of excessive, repeated stress on early brain development. Lam underscored the importance of funding for prevention research and programs, noting the high economic impact of violence: total lifetime cost for child maltreatment cases occurring each year is around $124 billion. Further, he pointed to the important information provided by the CDC’s National Violent Death Reporting System, noting that it currently only collects surveillance from 18 states.

Thomas Simon (PDF, 1.16MB), deputy associate director for science in the Injury Center’s Division of Violence Prevention, presented an overview of what is known about violent injuries in the United States, citing the results of CDC-funded surveys, including the National Survey of Children’s Exposure to Violence and the new Intimate Partner Violence Survey. Simon highlighted evidence-
based CDC programs such as Safe Dates, a teen dating violence prevention program; Dating Matters, a program designed for adolescents in urban settings; STRYVE, a program to reduce youth violence; and Triple P, a child maltreatment prevention program. Simon outlined the CDC’s public health approach to prevention, which follows four steps: surveillance to describe the problem, identification of risk/protective factors, development and evaluation of prevention strategies, and implementation and dissemination.

Oxiris Barbot, commissioner of health for the Baltimore City Health Department, spoke about the implementation of evidence-based practices aimed at modifying attitudes and behavior around violence in Baltimore. Barbot stressed that violence is a learned behavior and that it can be unlearned. She echoed the other speakers on the importance of recognizing violence as a public health issue, and emphasized that “one size does not fit all” across geography and neighborhoods when it comes to prevention.

In the discussion following the presentations, Simon responded to a question from a congressional staff member about what makes programs replicable. He said that it is important to make sure that the risk and protective factors of the community one is working with match those of the community where the research was conducted.

This congressional briefing was hosted by the Injury and Violence Prevention Network, a coalition of organizations to support funding for the CDC’s Injury Center, of which APA is a member. Government relations staff from APA’s Science and Public Interest Directorates took part in coordinating the briefing, which drew an audience of congressional staff, Department of Health and Human Services staff and violence prevention advocates.

**APA member briefs Capitol Hill staff on veterans’ mental health research** (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

“VA Mental Health Research: Improving the Lives of America’s Veterans” was the theme of a Capitol Hill briefing on July 24 hosted by the American Psychological Association and the Friends of VA Medical Care and Health Research (FOVA) coalition. The House Veterans Affairs Committee hearing room was packed with congressional and federal agency staff interested in the latest results of research funded by the Department of Veterans Affairs (VA). The APA-sponsored speaker was APA member John McQuaid, PhD, associate chief of mental health at the San Francisco VA Medical Center and professor of clinical psychology at the University of California, San Francisco.

McQuaid provided an overview of his own research on cognitive behavioral therapies for depression, PTSD, substance use and phantom limb pain, as well as the broad range of clinical research related to mental health going on at the San Francisco VA and its direct impact on clinical care for veterans. Capitol Hill and executive branch staff were particularly focused on how the VA is addressing access to mental health care, the range of evidence-based therapies available, suicide prevention, continuity of care between and within Department of Defense (DoD) and VA systems, and partnerships with community organizations to expand options for veterans. Critical for this audience was McQuaid’s emphasis on the vital role of research in assuring quality mental health care in the areas of prevention and intervention.
FOVA sponsored a second speaker, Daniel Gottlieb, MD, MPH, director of the Sleep Disorders Center at the VA Boston Healthcare System as well as associate professor of medicine and associate program director of the General Clinical Research Center at Boston University School of Medicine. Gottlieb’s research and clinical work focus on the epidemiology of obstructive sleep apnea/hypopnea and sleep deprivation, and he presented his current VA-funded studies of treatments for veterans with sleep disorders. McQuaid and Gottlieb also discussed the frequent cooccurrence of both physical and mental health issues with sleep disorders in the veteran population, and both noted that in their clinical experience it is important to be aware of the bidirectional relationship of sleep problems with other disorders when treating veterans.

In the week following the briefing, there was significant interest in new data coming out of the DoD-funded Millennium Cohort Study showing that military-specific and deployment factors were not found to be related to death by suicide among military personnel, whereas demographic and mental health factors were associated with heightened risk for suicide. (See the online JAMA article). McQuaid, who also chairs APA's Clinical Practice Guideline Development Panel for Depressive Disorders, noted that, "We have known for a long time that suicide and suicidal behaviors are multiply determined, and these results emphasize the importance of intervention for associated problems such as depression, substance use and relationship conflict. These problems are treatable, and treatment reduces risk of suicide. These findings also emphasize the importance of research in contrast to anecdotal information. While there are very salient and distressing examples of combat veterans committing suicide, we also need to pay attention to non-combat veterans at risk for suicide, as well as combat and non-combat veterans who are not at risk (the vast majority of both groups), to understand what differentiates veterans at risk from those who are not."

**Scientists and public health advocates address prescription drug abuse (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)**

The nonmedical use and abuse of prescription drugs is a serious public health problem in the United States. According to the National Institute on Drug Abuse (NIDA), prescription and over-the-counter drugs are the most commonly abused substances by Americans 14 and older, after marijuana and alcohol. More Americans die from overdoses of prescription opioids than from all other drugs combined, including heroin and cocaine. Teenagers, young adults and elderly persons are particularly vulnerable to abuse of prescription drugs, including pain relievers, stimulants, sedatives and tranquilizers.

On July 10, the Friends of the National Institute on Drug Abuse coalition hosted a congressional briefing titled “Preventing Prescription Drug Abuse: Applying Science to Solve a Community Epidemic,” organized by the government relations office of the American Psychological Association’s Science Directorate. NIDA Director Nora Volkow (PDF, 2.75MB) provided an overview of the institute’s research portfolio on prescription drug abuse and prevention and of current knowledge in the field. Volkow presented recent statistics on misuse and abuse of prescription drugs, including how they are obtained for nonmedical use, and discussed neuroscientific research on why people abuse prescription drugs. She spoke about the similarities between illicit and prescription drugs, and addressed the differences between therapeutic use and abuse, presenting data on how the effects of a drug can differ depending on environment and expectations. Potential
solutions suggested by Volkow, in addition to primary drug abuse prevention, included developing medications with lower abuse potential and increasing education for healthcare providers. **Lisa Marsch** (PDF, 2.89MB), psychologist and Director of the Center for Technology and Behavioral Health at the Geisel School of Medicine at Dartmouth, presented NIDA-funded research on technology-based tools for prevention of prescription drug abuse. Marsch discussed several examples of technology interventions grounded in prevention science that are currently in various stages of development and evaluation: *HeadOn*, an interactive computer program for grades 6-8; a web-based prescription opioid abuse prevention program targeted to high school-aged youth; and a web-based educational, skills training and goal setting/tracking program on safe medication use for persons with chronic pain who are prescribed opioids. Marsch explained how technology can enable rapid diffusion and widespread adoption of empirically supported interventions within community-based programs for prevention of prescription drug misuse.

**Amy Haskins** (PDF, 1.26MB), public health educator and sanitarian for the Jackson County Health Department in West Virginia, and project director for the Jackson County Anti-Drug Coalition, presented the story of a community’s response to prescription drug abuse. Jackson County, which has a population of about 29,000, saw 18 deaths of people aged 15-26 directly due to prescription drugs between 2006 and 2008, and the Jackson County Health Department subsequently identified this tragedy as a public health crisis. Haskins described the county’s efforts to form a coalition, to apply for a research grant from the federal government and to receive training from the Community Anti-Drug Coalitions of America. The coalition learned how to devise and implement a strategy that was specific to the Jackson County community, including a media campaign encompassing such outlets as radio, football programs and church bulletins; presentations in schools and in the community; a state prescription drug monitoring database; increasing the proper disposal of prescription drugs; and expansion of random drug testing in schools. Haskins emphasized that local partnerships and coalitions, not only federal efforts, are necessary for change in communities. The information in this briefing was presented in the context of a personal story from Phil Bauer, a national advocate for prescription drug safety. Bauer, from York, Pa., opened the event by sharing the story of the life and death of his son Mark whom he lost to a prescription drug overdose. Mark was an engaged high school student who played basketball, led an active social life and was close with his family. His overdose surprised even those who knew him well. Bauer’s talk captivated the audience and underscored the need for resources for research and prevention.

**This briefing was the 19th in the Friends of NIDA coalition’s Charles R. Schuster Educational Briefing Series** on Capitol Hill, designed to educate policy makers about current initiatives and advancements in science funded by NIDA. Cosponsored by the Congressional Addiction, Treatment and Recovery Caucus, the Congressional Caucus on Prescription Drug Abuse, and 23 member organizations of the Friends of NIDA, the briefing was attended by over 110 congressional staff, federal agency staff and members of the science advocacy community.

**APA works in coalition to highlight importance of economics research at NIH** (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3e)

In late July, the American Psychological Association worked with the Population Association of America and the American Economics Association to encourage members of Congress to cosign an important letter to National Institutes of Health Director Francis Collins. The letter (PDF, 1.18MB),
originating from Rep. Lucille Roybal-Allard, D-Calif., and cosigned by 82 members of Congress, encourages Francis Collins, MD, PhD, to maintain NIH support for research on health economics. APA thanks members of the APA Public Policy Advocacy Network, who responded to an Action Alert and wrote their members of Congress about this issue.

The letter reads, in part:

To date, NIH support of behavioral and social science research has yielded important scientific advances. In particular, the agency’s support of economics research has generated a number of findings that address some of the most pressing issues in health research, including how to promote healthy behaviors, stem the onset of chronic conditions, improve the productivity of medical care and understand how socioeconomic factors interact with communities to perpetuate health disparities among population groups. In some instances, this research has also generated significant cost savings, such as the NIH funded study which led to changes in the pharmacy benefit system and eliminated $100 million annual costs without generating adverse health effects.

Research on health economics has been targeted in the past two years by some members of Congress. In July 2012, the House Labor-HHS-Education Appropriations Subcommittee included language in its draft funding bill for fiscal year 2013 prohibiting the NIH to use funds “for any economics research programs, projects or activities.” House Majority Leader Eric Cantor, R-Va., included similar language in an early version of H.R. 2019, “The Kids First Research Act,” a bill to increase the budget for pediatric health research by eliminating federal funds for presidential campaigns and political party conventions. The language targeting health economics was removed from the final draft.

Any prohibition on funding health economics research would affect behavioral economics research conducted by psychologists, as well as behavioral and cognitive portions of studies such as the National Institute on Aging’s Health and Retirement Survey. Several NIH institutes, including the National Institute on Aging and the National Institute on Drug Abuse, have growing portfolios of behavioral economics research.

**APA joins in lobby day to oppose sequestration (2c, 2d, 2f, 2g, 3a, 3b, 3e)**

Pat Kobar of the American Psychological Association’s Science Government Relations Office represented APA in a sweeping coalition lobby day on Sept. 11, 2013, in opposition to sequestration, the automatic budget cuts that have reduced spending across the government. Authorized by the Budget Control Act (BCA) in 2011, sequestration was largely responsible for the approximately 6.9 percent reduction in U.S. research and development funds in fiscal year 2013. The BCA authorized ten years of budget cuts divided between defense and non-defense budgets. The Coalition for Health Funding, which sponsored the lobby day, is composed of 80 state and national organizations that advocate for strong, sustained funding for the public health continuum, including health research, services, workforce and surveillance. Participating organizations took to Twitter to talk about their advocacy using the hashtag #HealthonHill.

The forces keeping sequestration in place have not changed in the past year. The House majority wants to see major cuts in entitlement spending and no additional taxes; the Senate majority is advocating the opposite. A "grand bargain" in which all sources of revenue and all spending are on
the table seems unlikely at the moment, since the two chambers’ goals are so far apart. APA urges researchers to continue to share stories about how the sequestration is impacting their work.

(Write to **Pat Kobor**).

**APA’s Science Government Relations Office welcomes new member**

The American Psychological Association Science Government Relations Office is pleased to welcome Craig Fisher, PsyD, senior legislative and federal affairs officer, as the newest member of our team. Fisher comes to us from the Office of Legislative and Public Affairs at the National Science Foundation, where he completed a two-year fellowship through the American Association for the Advancement of Science (AAAS). Prior to the AAAS Fellowship, he worked for seven years as a licensed clinical psychologist in private practice in Northern Virginia and in university mental health at George Mason University’s Counseling and Psychological Services Center.

Fisher is responsible for APA’s science government relations pertaining to the National Institute of Mental Health, the National Institute on Child Health and Human Development, and the Institute of Educational Sciences. This advocacy portfolio was previously managed by Karen Studwell, JD, for 12 years, who has since accepted a new position leading government relations for APA’s Education Directorate.

**Psychologists urged to “stand for science” in the face of congressional attacks on social and behavioral sciences (1a, 2c, 2d, 3a, 3b, 3e)**

In September, in the wake of threats to social and behavioral science funding and to peer review, APA released its [Stand for Science](#) website where psychologists can watch a three-minute advocacy video and to read about how to call your congressional delegation and what to say.

**Support for gun violence research gains momentum on the Hill and at federal agencies (2c, 2d, 2f, 2g, 3a, 3b, 3c, 3d, 3e)**

In June, a report on [Priorities for Research to Reduce the Threat of Firearm-Related Violence](#) was released by the Institute of Medicine (IOM) and the National Research Council’s Division of Behavioral and Social Sciences and Education (DBASSE). The report, which lays out a research agenda for the Centers for Disease Control and Prevention (CDC), was produced by a 14-member committee established by the IOM and DBASSE earlier this year in response to President Obama’s call for an end to the [freeze on federal funding](#) for gun violence research.

A presidential memorandum in January directed the CDC to conduct research into the causes and prevention of gun violence, and to start immediately by assessing existing strategies for preventing gun violence and identifying the most pressing research questions. The CDC asked the IOM and DBASSE to provide guidance on developing a research agenda.

The American Psychological Association (APA) has advocated consistently for federal funding for gun violence research and for violent death reporting, including providing administration officials with a set of recommendations in advance of the release of the president’s national plan in January. The report frames firearm-related violence as a public health issue:
The complexity and frequency of firearm violence, combined with its impact on the health and safety of Americans, suggest that a public health approach should be incorporated into the strategies used to prevent future harm and injuries. The public health approach involves three elements: a focus on prevention, a focus on scientific methodology to identify risk and patterns, and multidisciplinary collaboration to address the problem. This approach has seen success in reducing tobacco use, unintentional poisonings, and motor vehicle fatalities.

It also states:

The evidence generated by implementing a public health research agenda will enable the development of sound policies that support both the rights and the responsibilities central to gun ownership in the United States. In the absence of this research, policy makers will be left to debate controversial policies without scientifically sound evidence about their potential effects.

The report goes on to lay out research priorities and questions (PDF, 417KB) in five areas:
- Characteristics of gun violence
- Risk and protective factors
- Firearm violence prevention and other interventions
- Impact of gun safety technology
- Video games and other media

The IOM/DBASSE committee included two psychologists: Alan Leshner, chief executive officer of the American Association for the Advancement of Science, who served as chair of the committee, and Susan Sorenson, professor of social policy and practice and professor of health and societies at the University of Pennsylvania.

Other psychologists made presentations at the committee’s public workshop held in April: Nadine Kaslow, professor at Emory University and president-elect of APA; Julia da Silva, director of the APA’s Violence Prevention Office; and Deborah Gorman-Smith, professor at the University of Chicago and director of the Chicago Center for Youth Violence Prevention. Slide presentations from the workshop are available on the meeting website.

The president’s budget request for fiscal year 2014, released in April, included $10 million for gun violence prevention research for the CDC’s National Center for Injury Prevention and Control, and $20 million to expand coverage of the CDC’s National Violent Death Reporting System (NVDRS) from 18 to 50 states. In May, APA submitted outside witness testimony (PDF, 309KB) to the Senate Committee on Appropriations regarding FY 2014 appropriations for the Departments of Labor, Health and Human Services and Education (Labor-HHS-Education), in support of the president’s request. The testimony noted that the freeze on federal funding for gun violence research has significantly hampered psychological scientists’ ability to systematically assess risks and to determine the effectiveness of various prevention measures, and pointed to promising research directions identified by the IOM/DBASSE committee.

In advance of the full committee markup of the Labor-HHS-Education Appropriations bill in July, APA along with other organizations sent a letter (PDF, 149KB) to the chairs and ranking members of the Senate Committee on Appropriations and the Subcommittee on Labor-HHS-Education
Appropriations, in support of at least $10 million in new funding for CDC in FY 2014, along with sufficient new funding at the National Institutes of Health, to support research into the causes and prevention of gun violence. The letter urged members to oppose any efforts to reduce, eliminate or condition CDC funding related to gun violence prevention research, as one senator was set to offer an amendment to the bill to eliminate the funding or restrict its use. The amendment was withdrawn just before the markup, and the Senate Appropriations Committee passed an FY 2014 Labor-HHS-Education Appropriations bill on July 22, with $10 million for gun violence prevention research and $18.5 million for expanding the NVDRS. Unfortunately, the House did not produce a Labor-HHS appropriations bill, so the bill never came to conference.

However, on Sept. 27 the National Institutes of Health (NIH) issued a call for research projects examining violence, with particular consideration to be given to firearm violence. According to the announcement, “NIH plans to fund research projects over the next three years beginning in fiscal year 2014 into the causes and consequences of violence as it relates to the health of individuals and communities. The goal is to identify evidence-based strategies for preventing violence and incorporating them into clinical and community settings.” The call for projects includes three funding opportunities (for R01, R03 and R21 grant mechanisms) and is sponsored by multiple institutes and centers.

The NIH funding announcements acknowledge recent reports that call for additional research on violence, including the Institute of Medicine report released in June. The solicited research aims to study underlying behavioral, neurobiological and genetic mechanisms of violence; impact on public health, including individual-level and societal costs of violence; mental health and substance-related causes of violence; risk and protective factors at the individual, family and community level; safe, effective and cost-effective interventions to reduce and/or prevent violence and its triggers; and best strategies to increase adoption and implementation of evidence-based interventions.

The NIH is acting in response to President Obama’s national plan (PDF, 332KB) for addressing gun violence released in January, which included an initiative to end the freeze on gun violence research. In 2011, Congress added language to fiscal year 2012 appropriations legislation that funded the NIH, the Consolidated Appropriations Act of 2012, stating that “none of the funds made available in this title may be used, in whole or in part, to advocate or promote gun control.” This language repeated the language that was added in 1996 to appropriations legislation that funded the Centers for Disease Control and Prevention (CDC), which has been widely interpreted as prohibiting the use of federal funds for gun violence research. In a fact sheet (PDF, 350KB) supplementing the president’s plan in January, the White House stated that “research on gun violence is not advocacy; it is critical public health research that gives all Americans information they need.”

In December, APA released a comprehensive report that summarizes the psychological research that has helped develop evidence-based programs that can prevent violence through both primary and secondary interventions, entitled Gun Violence: Prediction, Prevention, and Policy. Written by a task force composed of psychologists and other researchers, the report synthesizes the available science on the complex underpinnings of gun violence, from gender and culture to gun policies and prevention strategies. The authors call for prevention efforts, guided by research, to reduce the introduction of firearms into family and community conflicts; policies that identify and provide
adequate treatment for the mentally ill; increased research funding; and better access to gun-related administrative data in order to identify potential prevention strategies. "This report is an important examination of an urgent problem in our society," said APA President Donald N. Bersoff, PhD, JD. "While it points to policies and interventions that can help stem the spread of gun violence, much more research is needed. Psychology can make important contributions to evidence-based solutions that prevent gun violence."

**Congressional briefing and visits highlight research with nonhuman animals (2c, 2d, 2g, 3a, 3b, 3c, 3d, 3e)**

On Sept. 19, 2013, the American Psychological Association (APA) sponsored a congressional briefing to highlight the benefits of research with nonhuman animals. The panel focused on laboratory animal research that has contributed to the understanding of three leading conditions that affect children and youth: autism, sports-related concussions and substance abuse.

The briefing followed a series of visits by scientists to congressional offices in which they discussed the benefits and ethical conduct of nonhuman animal research with members of Congress and their staffs.

Allyson Bennett, chair of the APA [Committee on Animal Research and Ethics](http://www.apa.org) (CARE) and a faculty member in the psychology department at the University of Wisconsin-Madison, moderated the briefing and opened the session by reviewing the ethical and regulatory framework within which laboratory animal research is conducted in the United States. To illustrate the role of basic research with nonhuman animals in the development of treatments as well as prevention strategies for various diseases and disorders, Bennett described how understanding the role of insulin and of serotonin has informed the development of treatments for diabetes and schizophrenia, respectively. She underscored the continuing need for nonhuman animal research for treating and preventing disease, in both people and other animals.

Sheryl Moy, director of the Mouse Behavioral Phenotyping Laboratory and research professor at the University of North Carolina at Chapel Hill, described mouse models of autism that have led to the development of new treatments for this neurodevelopmental disorder. She presented research studying the efficacy of compounds with oxytocin-like effects on various symptoms of autism spectrum disorders.

David Hovda, PhD, director of the University of California, Los Angeles Brain Injury Research Center and professor in the department of neurosurgery, addressed how research with nonhuman animals has changed the care and management of concussions following mild traumatic brain injury (TBI). Using a rodent model of mild TBI, Hovda and his colleagues identified the time it takes for the brain to recover from an injury and the adverse effect of a second injury during this critical period.

Edythe London, professor at the University of California, Los Angeles, in the departments of psychiatry and biobehavioral sciences and of molecular and medical pharmacology, presented research that has advanced our understanding of substance abuse as a disorder of brain function. She highlighted research with primates and rodents that has elucidated the deleterious effects of drugs such as cocaine, nicotine and methamphetamine particularly on the developing teenage
brain. Such research has also been critical in identifying and studying biochemical compounds and behavioral strategies, such as exercise, for potential treatments for substance abuse.

This congressional briefing was co-sponsored by the American College of Neuropsychopharmacology, the College of Problems of Drug Dependence, the Neurobehavioral Teratology Society and the Research Society on Alcoholism. Attendees at the event included congressional staff, as well as representatives from scientific organizations and federal agencies, including the National Science Foundation, the National Institute on Drug Abuse and the National Institute on Deafness and Other Communication Disorders.

On the day before the briefing, Sheryl Moy and members of CARE — Allyson Bennett, Marilyn Carroll (University of Minnesota), Kenneth Leising (Texas Christian University), Wendy Lynch (University of Virginia) and Rodney Swain (University of Wisconsin-Milwaukee) — each visited the offices of various members of Congress. On these visits, they discussed how nonhuman animal research improves the lives of both humans and nonhuman animals and is conducted ethically, and they offered themselves as resources on issues surrounding nonhuman animal research. They also talked about the deleterious effects of automatic cuts in federal budgets (sequestration) on funding for scientific research.

Although most of the scientists’ visits were with staff members (as is common), some were able to meet directly with members: Moy and Bennett spoke with Rep. David Price, N.C., Carroll and Leising met with Rep. Keith Ellison, Minn. and Swain spoke with Sen. Tammy Baldwin, Wis. These scientists received advocacy training from the APA Science Directorate’s Government Relations Office before heading to Capitol Hill. If your department or group is interested in learning more about how to do advocacy for science, please contact Christine Jamieson of the Government Relations Office.

**APA and partners sponsor briefing on “What’s Ailing America”** (2c, 2d, 2g, 3a, 3b, 3c, 3d, 3e)

The Government Relations Office of the American Psychological Association’s Science Directorate worked with the Consortium of Social Science Associations (COSSA) and other behavioral and social science organizations to organize a Sept. 25 congressional staff briefing titled "What's Ailing America: Shorter Lives, Poorer Health." Speakers were Steven Woolf, of Virginia Commonwealth University, Janine Clayton, director of the National Institute of Health’s Office of Research on Women's Health, and psychologist Robert Kaplan, director of NIH's Office of Behavioral and Social Sciences Research. The speakers discussed findings from a recent Institute of Medicine report showing that U.S. mortality rates across all ages, ethnicities and income levels are generally higher than those of other developed countries.

The fact that people in the U.S. experience overall poorer health is not solely due to racial, ethnic or income disparities, to lesser access to health services, or to any one major factor such as easy access to firearms. Multiple factors contribute to U.S. health, including behavioral and social factors: people in the U.S. consume more calories, have more involvement with substance abuse and wear seatbelts less often than counterparts in other developed nations. The U.S. spends more per person on health care than other nations, but that money buys less longevity. Healthier nations invest more than the U.S. in social services.
The briefing was attended by more than 65 staff from congressional offices, federal agencies and nonprofit organizations.

Detailed coverage of the speakers’ presentations, including their slides, can be found in COSSA’s Washington Update.

**APA advises DoD and VA on veterans’ transition programs** (2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

On Sept. 23, Heather Kelly of the American Psychological Association’s Science Government Relations Office participated in the second of a series of meetings hosted by the Center for a New American Security in Washington, D.C., to address veterans’ mental health issues.

This most recent activity within the larger initiative focused on “Service Members and Veterans in Transition,” and brought together representatives from the Departments of Defense (DoD) and Veterans Affairs (VA), veterans service organizations and professional organizations such as APA to discuss both existing and ideal programs to prepare military personnel transitioning to veteran status.

At the meeting, Kelly expressed APA’s interests in how transition programs and activities are developed, implemented and empirically evaluated as components of larger DoD and VA integrated mental health strategies.

**APA cosponsors report on adverse effects of sequester** (2b, 2c, 2d, 2f, 3a, 3b, 3e)

Many organizations including the American Psychological Association (APA) have been lobbying Congress for many months to overturn the provision of the Budget Control Act that requires automatic across-the-board cuts to reduce the federal deficit. The issue has proved stubbornly resistant to advocacy pressure. In an effort to raise the volume on the sequestration issue while the House-Senate conference committee is meeting, the NDD United Coalition has produced a report that tells stories of people whom the sequester has harmed. APA has cosponsored the report, called “Faces of Austerity: How Budget Cuts Have Made Us Sicker, Poorer and Less Secure” (PDF, 12.61MB).

NDD United is a coalition of 3,200 national, state and local organizations working to educate Congress about the effects of budget cuts to the non-defense discretionary accounts. These accounts include scientific research, education, public safety, public health and other non-defense programs that are subject to annual appropriations by Congress. These programs have borne the brunt of the automatic spending cuts that have occurred since 2011, because Congress voted last year to exempt defense accounts from a portion of the cuts they were scheduled to sustain.

In a news release for a Nov. 13 congressional briefing about the “Faces of Austerity” report, APA Executive Director for Science Steven Breckler said, “Because of sequestration, the National Institutes of Health funded 640 fewer grants during fiscal year 2013, and all continuing grants sustained significant budget cuts. The National Science Foundation estimated it has funded 1,000 fewer grants. We know these cuts are creating havoc in labs across the country. Cuts aimed at agencies that we know to be job creators and generators of knowledge are particularly hard to justify.”
Scientific community gets first look at FIRST (3a, 3b, 3e)
In advance of a Nov. 13 hearing, Republican majority members of the House Science, Space, and Technology Committee released a discussion draft of FIRST, the Frontiers in Innovation, Research, Science, and Technology Act of 2013. Legislation known as COMPETES from 2007 and 2010 authorized funding levels and activities at key federal science agencies, including the National Science Foundation (NSF), the National Institute of Standards and Technology (NIST) and the Department of Energy’s Office of Science. FIRST would reauthorize the NSF and NIST components, but unlike earlier COMPETES bills, it (at least in draft form) does not include funding authority levels.

One particular new requirement included in FIRST has already garnered significant attention from the scientific community and science media. It mandates that NSF justify each grant awarded as in the "national interest." Program officers would be required to write and post on the NSF website, before an award is made, a description of the research and how it serves the national interest by furthering at least one of six criteria: economic competitiveness, health and welfare, scientific literacy, partnerships between academia and industry, promotion of scientific progress or national defense.

The American Psychological Association’s Science Government Relations Office has asked majority staff on the committee for clarification of another section in the draft bill, which focuses on how NSF directorates may prioritize and fund research in the social, behavioral and economic sciences if those fields do not fall within the directorates' primary missions.

Stay tuned for ongoing coverage of APA’s lobbying efforts related to FIRST and likely challenges to its provisions from the Senate, which held a Nov. 6 hearing to begin discussion of reauthorizing COMPETES. During that hearing, Sen. Lamar Alexander, R-Tenn., testified before the Democrat-led Commerce, Science, and Transportation Committee and called for a doubling of the budgets of the science agencies within COMPETES, though his GOP colleagues on the committee were more concerned with fiscal constraints. Chairman Jay Rockefeller, D-W.Va., and a panel of scientist witnesses made a strong case for investing in fundamental research at NSF, NIST and the Department of Energy.

Sharing effectiveness of Crisis Intervention Team training with policymakers (2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 3e)

As the lead staff person at the American Psychological Association for military and veterans' policy, Heather Kelly of APA’s Science Government Relations Office was recently invited to participate in crisis intervention team (CIT) training at the Memphis (Tenn.) Police Department, developed and coordinated by psychologists at the University of Memphis and the Memphis VA Medical Center. The Memphis Model of CIT training, now in place throughout the country, is designed to educate local law enforcement personnel about mental health and illness, provide them with critical skills and strengthen formal and informal partnerships among a variety of community stakeholder organizations. With so many veterans in and returning to communities, it has become increasingly important for CIT programs to include training in veterans' experiences and their presenting issues.
Kelly shared empirical evidence with policymakers in Memphis for model CIT programs' effectiveness in diverting veterans into mental health services when appropriate and for improving criminal justice outcomes.

**APA debuts online science advocacy training** (1a, 2b, 2c, 2d, 2f, 2g, 3a, 3b, 3e)

On Oct. 18, staff of the American Psychological Association’s Science Government Relations Office conducted their first online advocacy training for an enthusiastic graduate student policy class at Georgia State University. Having previously led in person trainings in Washington, D.C., and at a variety of APA-affiliated and other scientific meetings around the country, APA staff were pleased to find online training, using a web-based conference platform, to be an effective alternative. Georgia State students and faculty plan to put the skills and talking points from the session to use by meeting with their congressman at his district office on behalf of psychological science.

**APA joins Tobacco Free Kids to recommend ban on menthol flavoring in tobacco products** (2c, 2d, 2f, 2g, 3a, 3b, 3c, 3d)

On Nov. 22, the American Psychological Association joined the Center for Tobacco Free Kids and 24 other scientific, professional and public health groups to endorse comments (PDF, 589KB) recommending a ban on menthol flavoring in tobacco products. The comments were in response to an Advance Notice of Proposed Rule Making (ANPRM) issued by the Food and Drug Administration (FDA), the first formal step in the regulatory process that the FDA will use in deciding whether or not to pursue such a ban.

The comments highlighted the findings of the FDA Tobacco Products Scientific Advisory Committee’s (TPSAC) Menthol Subcommittee as well as the findings from FDA’s own preliminary scientific evaluation (PDF, 1.59MB) that menthol use is likely associated with increased smoking initiation, greater addiction and a decreased likelihood of quitting.

Moreover, menthol cigarettes are used preferentially by younger smokers and racial minorities. Whereas only 30 percent of adult smokers use menthol cigarettes, 45 percent of adolescent smokers aged 12-17 use them, and whereas only 24 percent of white smokers use menthol cigarettes, 83 percent of African American smokers use them.

The examination of menthol was mandated as part of the Family Smoking Prevention and Tobacco Control Act of 2009 and represents the continued rigorous application of science, much of it derived from psychological research, to the regulation of tobacco products.

**January “off the record” meetings with federal officials** (2c, 2d, 2f, 2g, 3a, 3b, 3e)

It’s a new year, and Congress is just finishing its work adopting spending legislation for the rest of fiscal year 2014 (see the APA Federal Budget Blog). Soon the president will give his State of the Union address, the administration will release its FY 2015 budget proposal, and Congress will begin to draft the FY 2015 spending bills. January always brings lots of “off the record” meetings with government officials. Government relations staff welcome these meetings because they provide opportunities for a candid sharing of views. However, writing newsletter articles about these
meetings is a challenge. So without breaking any confidentiality agreements, we in the Science Government Relations Office of the American Psychological Association wanted to share with you a couple of non-confidential items about these meetings to give you an idea of how we are spending the days on behalf of science:

- **Behavioral and social science coalition** meeting with Richard Nakamura, director of NIH’s Center for Scientific Review (CSR). Nakamura, who is well known to psychologists from his former positions at the National Institute of Mental Health, manages the entity responsible for 70 percent of all the grant review done at NIH. CSR is undertaking a number of studies to learn how to enhance the system of grant review, including studies to determine whether unconscious bias might play a role in the recently uncovered racial disparities in grant awards.

- Scientific organizations’ meeting with the director of the **White House Office of Science and Technology Policy**, John Holdren. Holdren held what he termed a “listening session” to solicit ideas about how to include points about the U.S. investment in scientific research, technology and STEM education in the president’s State of the Union address, which takes place Tuesday, Jan. 28, 2014. The meeting was also attended by one of the president’s speech writers.

- **Behavioral and social science coalition (CAHT-BSSR)** meeting with Robert Kaplan, director of the NIH Office of Behavioral and Social Sciences Research. Kaplan meets regularly with the coalition to hear updates about what the science organizations are doing and to share information about NIH’s activities.

- **Coalition for Health Funding** meeting featuring remarks by U.S. Rep. Charles Dent, R-Pa. Rep. Dent represents the House district that includes Lehigh University. He is a member of the House Appropriations Committee and considered a moderate voice in the House majority. He supported H.R. 3547, the Omnibus appropriations bill that has moved through Congress this month (see **Federal Budget Blog** for details).

Discussions at these meetings are often the first signal of changes in policy. We will keep you updated as new information becomes public.

**APA Federal Budget Blog** (1a, 2c, 2d, 3a, 3b)

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 is a recent blog entry. For future updates and archives, visit the **APA Federal Budget Blog**.

With FY 2014 wrapped up, Congress looks ahead to 2015
Only one “deadline of doom” left: Debt ceiling

Welcome to February! We promised you additional details about research funding in the fiscal year 2014 legislation that Congress adopted and the president signed last month. The Consortium of
Social Science Associations has put together a really useful summary (PDF, 818KB) of how research agencies fared in the omnibus legislation. Check it out!

Congressional appropriators were successful in wrapping all 12 funding bills into one piece of legislation and getting that bill to the floor in just a few weeks. Given that the budget bill that Congress passed in December includes top line funding for FY 2015, will appropriators be able to do it again? Many observers think it's unlikely to work so neatly this year. The time pressure made it impossible for the FY 2014 bills to be considered separately. Without that pressure, the bills will come to the floor separately with more opportunities for advocates and members of Congress to exert influence. The last time all 12 bills moved through the House and Senate independently was in 1994. We can expect some of the less controversial bills to move through both chambers, but odds are, remaining bills will be rolled into a big package and adopted as deadlines loom.

According to the Congressional Budget Office (CBO), no additional sequester cuts will be necessary this year, following the passage of the omnibus bill. The CBO says that the government even has a little extra room in the disaster relief fund: $6.5 billion. Observers suggest it is unlikely that there will be another sequester until FY 2016, as long as appropriators are able to stick to the spending cap targets for FY 2015. Work on the 2015 bills is beginning now. The president's proposed FY 2015 budget won't be released until early March because the FY 2014 funding was only resolved a couple of weeks ago, but Congress won't wait around for it.

And don't look now, but the debt limit extension that Congress agreed to in the deal that ended the federal government shutdown expires on Feb. 7. Treasury Secretary Jack Lew has said that the so-called extraordinary measures the department uses to postpone the need for new borrowing will run out by the end of February. So — Congress will need to act this month to address this issue. We'll keep you updated.