

Education Directorate Annual Report 2002

<http://www.apa.org/ed>

Executive Summary

Mission: The APA Education Directorate advances education in psychology and psychology in education for the benefit of the public. It seeks to enhance the education and training of psychologists, the teaching of psychology, and the application of psychology to education.

As were other units in APA, the Education Directorate was significantly affected by the budget problems experienced in 2002. There was a 37% reduction in the workforce of the directorate, with 16 vacant positions, 10 resulting from the voluntary staff reduction plan. After consultation with staff across all levels, the Directorate went through a major reorganization; permanently eliminating two senior staff positions plus other support staff. The major community-building and advocacy event, the Education Leadership Conference, was cancelled, and other initiatives put on hold. The Directorate was facilitated in this process by priority-setting exercises held by a number of its governance groups. However, it should be noted that many of the functions of the directorate are not at all discretionary (accreditation, continuing education, CE sponsor approval, grant commitments) and thus continued to demand the high level of support and service required by these activities. A few core positions have now been rehired, and staff is dedicated to maximizing their contributions to our mission as well as to examining all our activities with respect to our effectiveness and efficiency.

Advancing the Mission of the Education Directorate

- On behalf of APA, Education's Executive Director, Dr. Cynthia Belar, participated in the June 17-18 Health Professions Education Summit hosted by the Institute of Medicine and the HRSA sponsored Aging of America: Implications for the Health Workforce convened by the Center for Health Workforce Studies, June 13-14.
- Dr. Belar was invited to the June 19, 2002 White House Conference on Character and Community hosted by First Lady Laura Bush.
- Dr. Belar presented an APA presidential citation to Senator Tom Harkin at an Education Directorate cosponsored reception, and a BEA citation to Representative Ralph Regula.
- Directorate and Education Advocacy staff worked closely with the Bureau of Health Professions in initiating the implementation of the new and first federal funding program targeted to psychology, the Graduate Psychology Education (GPE).
- The Federal Education Advocacy Coordinators (FEDAC) which includes a campus-based grassroots network began its first year of activity.
- Education worked collaboratively with numerous psychology and educational organizations, including cosponsoring initiatives at many regional association conventions.
- Enhancements and improvements to the Education Directorate's website continued.

Advocacy and Public Policy

- Directorate and Education advocacy staff continued to work closely with the Bureau of Health Professions to facilitate the implementation of the new Graduate Psychology Education (GPE) program, the first federal funding program targeted specifically to psychology.
- The Federal Education Advocacy Coordinators (FEDAC) grassroots network continued their primary goal to grow the network by recruiting psychology Campus/Training Representatives at all major institutions within their region.

Introducing Psychology as a Science and Profession

- The Board of Educational Affairs (BEA) Task Force on Undergraduate Major Competencies completed the *Undergraduate Psychology Major Learning Goals and Outcomes: A Report*.
- The Office of Precollege and Undergraduate programs worked in collaboration with the Psychology Department of Spelman College (Atlanta, GA) to sponsor a 1½ day teaching workshop for undergraduate faculty on "Using Technology to Enhance the Teaching of Psychology."

- With Teachers of Psychology in Secondary Schools (TOPSS), staff conducted teaching workshops at the Rocky Mountain Psychological Association (RMPA) Convention and at Belmont University (Nashville, TN).
- TOPSS, the Education Directorate, Publications and Communications Office, and APA President Philip Zimbardo continued to collaborate on the text for the proposed high school psychology textbook and ancillaries that will accompany it.
- To follow on its earlier work to develop the *Undergraduate Learning Goals and Outcomes*, the Board of Educational affairs (BEA) Task Force on Psychology Major Competencies completed a second phase of work resulting in a document that articulates principles of best practice in assessment. The companion document addresses effective assessment strategies to promote student learning and satisfy program evaluation needs. Both of these reports are available on the Education Directorate Website at www.apa.org/ed.
- The Committee of Psychology Teachers at Community Colleges (PT@CC) continued efforts to learn more about the teaching of psychology at two-year colleges. Moreover, as a means to learn more about the needs of faculty, the committee developed a needs assessment survey. With the approval of a bylaw amendment to create a new category of membership for Community College Teacher Affiliates, the committee has been actively involved in outreach and recruiting efforts to bring new Affiliate Members to APA. In addition, the Committee is eager for APA Members and Associate teaching at community colleges to participate in the programs and activities of PT@CC.
- The BEA Undergraduate Advisory Panel held a meeting at the 2002 APA Convention to discuss programs and activities to benefit faculty at 2-year and 4-year colleges. Fostering communication and collaboration among the various organizations of undergraduate educators was an important theme for continued discussion.
- Staff conducted a teaching workshop with Teachers of Psychology in Secondary Schools (TOPSS), focusing on research and survey development at APA Headquarters in Washington, DC.
- TOPSS, the Education Directorate, and the Science Directorate coordinated efforts to promote and facilitate Exploring Behavior Week.
- TOPSS and the Education Directorate launched the 10th anniversary celebration of TOPSS at the APA Convention, in conjunction with a resolution on Psychology Awareness Initiative that was approved by Council at its August meeting.

Preparing Tomorrow's Psychologists for Teaching, Research, and Practice

- The Task Force on Distance Education finished its work on the report *Principles of Good Practice in Distance Education and Their Application to Professional Education and Training in Psychology*.
- Staff attended and participated in meetings of the American Association of Higher Education (AAHE), American Association of Colleges and Universities (AACU), American Association of University Professors (AAUP), Council of Graduate Schools (CGS), and the Council of Graduate Departments of Psychology (COGDOP).
- The Graduate Education and Training Office was awarded a grant from Campus Compact, an organization that encourages the integration of community and civic engagement with teaching and research. The current Preparing Future Faculty (PFF) grant was extended through the calendar year.
- Information was collected from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*. The online product is available through the APA website at www.apa.org/ed/gradopen.html.
- The Board of Educational Affairs Working Group on Guidelines and Standards, completed work on the document *Developing and Evaluating Guidelines and Standards Related to Education and Training in Psychology: Context, Procedures and Criteria* which is now available for public comment.
- APA and the Directorate co-sponsored the Association of Psychology Postdoctoral and Internship Centers (APPIC) Working Conference on Competencies in Professional Psychology. Staff was involved in planning as well as participation.

- Staff was involved in planning an end-of-year summit meeting involving Preparing Future Faculty (PFF) leaders and graduate deans. The meeting was held as part of the Annual Conference of the Council of Graduate Schools.
- The Preparing Future Faculty (PFF) program cosponsored a pre-convention faculty preparation workshop in cooperation with the Board of Educational Affairs and the Society for the Teaching of Psychology (Division 2).
- National leaders in psychology met and attended a national summit, sponsored by Campus Compact, on the involvement of various disciplines in service learning.
- Supported by the Office of Graduate Education and Training, the *Council of Credentialing Organizations in Professional Psychology* (CCOPP) met in September and the *Council of Specialties* (CoS) met in June and November to discuss policy issues related to specialty education and training, credentialing and practice.

Offering Post-Degree Lifelong Learning Challenges and Opportunities

- The 4th Annual Continuing Professional Education (CPE) Winter Weekend, entitled “The Aftermath of Terror: Psychology’s Role and Ethical Practice: Addressing Complex Dilemmas,” was held in Orlando, Florida on February 7-10, 2002.
- Continuing Professional Education Committee (CPEC) approved 57 new organizations as sponsors of continuing professional education at its March 2002 meeting.
- Continuing Professional Education Committee (CPEC) began a revision of the Sponsor Approval System Criteria and Procedures Manual.
- Six articles from various *American Psychologist* issues were selected to have corresponding CE exams, for which CE credit can be earned upon completion of an online examination. (www.apa.org/ce)
- The Sponsor Approval System and the Continuing Education fee-for-service programs met financial goals. The CE Office offered 51 half and full-day workshops at the 2002 Annual Convention in Chicago. The workshops covered 23 content areas, and were attended by over 800 participants. The CE Office also oversaw the administration of CE for 53 selected convention sessions and two additional symposia. Approximately 1,500 attendees claimed CE credit for one or more of the CE sessions.

Applying Psychology to Schools, Schooling, and Education

- Center for Psychology in Schools and Education (CPSE) staff presented a workshop on violence prevention & bullying behavior at the Safe Schools, Safe Youth: Building Character and Creating Enduring Peace conference sponsored by Hunter College, Educators for Social Responsibility and CUNY Dispute Resolution Consortium in February 2002.
- An APF online newsletter was established to connect APA members, gifted scholars, universities and colleges of education, graduate students, local and state policy makers, parents, and gifted students, with the Center for Gifted Education Policy’s (CGEP) work, previously APA published material on giftedness and each other.
- The Healthy Lesbian, Gay, and Bisexual Students Project (HLGBSP) created a training curriculum for building the capacity of school counseling, health, and mental health professionals to prevent health risks and promote healthy outcomes of lesbian, gay, and bisexual youth.
- HLGBSP held a Training-Of-Trainers meeting for its training cadre of ten professionals representing school counselors, nurses, psychologists, and social workers who will teach training curriculum with APA representatives at selected national and state conferences.
- The Center for Psychology in the Schools and Education (CPSE) co-hosted a two day meeting with Divisions 15, 16, and 17 to explore ways of creating a unified coalition of psychologists who are interested in psychology and education and who are working to influence public policy.
- CPSE consulted with APA Public Policy Office staff on submitting recommendations for strengthening the Higher Education Act to the House Education and the Workforce Committee. In particular, ideas were generated for infusing teacher preparation with a greater focus on psychology and the science of teaching and learning. APA joined other associations, institutions, and individuals in highlighting those areas of the law that could be improved during the upcoming reauthorization slated for consideration in the 108th Congress.

- CPSE provided staff support for APA 2003 President Robert Sternberg's Initiative on Psychology and Education. This initiative is focussed on mechanisms schools can use to optimize the achievement of all students, including those who have come to be labeled "underperformers".
- The APA Task Force on Psychology in Early Education and Care finalized its report: "Psychology's Role in the Education and Care of Young Children." The APA Board of Educational Affairs (BEA) appointed this task force to identify priority areas for the association and to develop recommendations for strengthening high quality early education and care for children ages two to five. The report can be accessed online at www.apa.org/ed/cpse.
- The BEA Technology Working Group presented its report "Technology Competencies for Psychology Students" at the 2002 APA Annual Convention. The summary, which includes input from the Educational Leadership Conference, details general competency psychology students should possess or acquire and the contexts in which these competencies would be applied at all educational levels.
- The Healthy Lesbian, Gay and Bisexual Students Project (HLGBSP) expanded its outreach and revised its training curriculum for building the capacity of school counseling, health, and mental health professionals to prevent health risks and promote healthy outcomes of lesbian, gay, and bisexual youth. Topics in the curriculum include conceptualizing the role of the school professional in meeting the health needs of LGB adolescents, understanding the needs of this population based on recent data sets from national studies, and sharing strategies for addressing health and mental health risks of LGB youth in school-based settings. The curriculum was revised based on formative evaluation data from participants in the workshops offered during the first six months of 2002.
- The HLGBSP provided ten full-day workshops at the professional meetings and conferences of its national collaborating associations. The 2002 workshops, and attendance, included the following: National Association of School Psychologists; Pennsylvania Association of School Nurses; School Social Work Association of America; American Counseling Association; National Association of School Nurses; American School Counselor Association; National Association of Social Workers; Greater Kansas City Area School Counselors Institute; Michigan Counseling Association; and the Florida Association of School Psychologists.
- HLGBSP staff members Clinton Anderson and Dusty Porter also facilitated a two-day Training of Trainers meeting in Hartford, Connecticut on July 17-18, 2002. The HLGBSP is working closely with the Connecticut State Department of Education as a pilot-site for the use of its training curriculum with Connecticut-based high school counselors, nurses, psychologists, and social workers. Four workshops using the curriculum are planned within Connecticut in February/March 2003.
- The Center for Gifted Education Policy (CGEP) coordinated the second Pinnacle Project, a prototype talent development model, which was held in Saratoga Springs, New York, in August. CGEP also held two highly successful CE workshops for psychologists interested in giftedness at the 2002 APA convention in Chicago. CGEP through APF and Division 10, Psychology and the Arts developed a two-credit CE session to be held at the 2003 APA Toronto convention. Gifted Dialogue, the online newsletter bearing CE credit about giftedness, is posted on the website and the second issue is to be posted in February 2003.

Assuring Quality in Education and Training

- Office of Program Consultation and Accreditation staff held site visitor training workshops throughout the year to prepare visitors to evaluate programs undergoing review for initial or continued recognition.
- The APA Committee on Accreditation (CoA) received recognition for ten years by the Council for Higher Education Accreditation (CHEA) for its accrediting of programs in professional psychology.
- In early May, the 2002 Annual Report was made available for program directors online.
- Accreditation research staff conducted a content analysis of the domains described in the G&P to determine whether doctoral programs' policies, plans, and operations are consistent with the G&P.
- Office of Program Consultation and Accreditation staff held site visitor training workshops throughout the year to prepare visitors to evaluate programs undergoing review for initial or continued recognition.

- During this reporting period, there were 839 accredited programs in professional psychology: 355 doctoral programs, 469 internship programs, and 15 postdoctoral residency programs.
- The CoA and office staff has worked to make the annual report available online. The office is pleased to report that over 75% of accredited programs opted to complete the 2002 annual report electronically. Beginning with the 2003 annual report, all accredited programs will be required to submit their data via the Internet.

**Ongoing Initiatives of the Education Directorate
Annual Report 2002**

I. Education Governance and Communications

www.apa.org/ed/govandcom.html

Governance

Board of Educational Affairs (BEA)

BEA engaged in a number of activities addressing issues across all levels of psychology education and training and the application of psychology to education. BEA reviewed the reports of the 2001 Education Leadership Conference (ELC) and developed implementation plans that will guide BEA's future actions on topics as diverse as defining core features in the education of psychologists to the inclusion of psychology in the pre-K through 12 curriculum. BEA addressed concerns regarding accreditation of emerging substantive areas, the development of consensus on issues regarding specialties and proficiencies, the increased demand from the field for policy on the review of proposed education and training guidelines, and issues that arise during APA's approval of sponsors of continuing education programs.

Given the cancellation of the Fall 2002 Board and Committee meetings and the 2002 Education Leadership Conference (ELC) BEA was creative in how it addressed the many important issues on BEA's agenda across all levels of psychology education and training and the application of psychology to education. BEA and its Executive Committee used regular e-mail correspondence and conference calls to address those issues deemed to be of the highest priority on BEA's agenda. Some of the most notable among BEA's accomplishments in this period are:

- Completion of a draft of the document *Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures, and Criteria*, which will be presented to APA boards and committees for comment in March 2003 and hopefully brought to Council in August 2003
- Completion of the mandated review of the composition of Domain II of the Committee on Accreditation (CoA)
- Establishment of the BEA Advisory Council on Accreditation, which will review the entire composition of CoA and make recommendations to BEA regarding how that structure may require change given the current state of education and training in psychology
- Restructuring of the BEA Undergraduate and Precollege Block Grants program to better support precollege and undergraduate teaching conferences
- Establishment of the BEA Award for Excellence in Education and Training Advocacy to acknowledge the efforts of individuals who have excelled in their advocacy efforts - making successes such as the funding of the Graduate Psychology Education Program (GPE) and the establishment of the APA Federal Education Advocacy Coordinators (FEDAC) grass roots network possible.

Annual reports from BEA and all Education Committees are available on the Education Directorate website at www.apa.org/ed/bcreports.html.

Communications

Education and Technology

The Education Directorate webstaff completed a redesign of its homepage (www.apa.org/ed) as well as the homepages of several program areas and special projects. Staff worked to conceptualize and update all information available from the Directorate's program/content areas and to present it in a user-friendly

manner to constituent groups. Communications staff provided the Education Directorate's *2001 Annual Report* in an online format, disseminating via email. Additionally, staff enhanced resources available through the creation of online forms and newsletters.

Meetings and Outreach Initiatives

Dr. Cynthia Belar, Executive Director, participated in the Health Professions Education Summit hosted June 17-18 by the Institute of Medicine. The conference was a direct result of the report entitled "Crossing the Quality Chasm" that called for significant changes in the education and training of our nation's health professions. The conference was designed to develop strategies for restructuring clinical education and to address implications for funding, education programs, and regulatory groups. APA participated in events/topics that focused primarily on behavior.

Dr. Belar was invited to the June 19 White House Conference on *Character and Community*, hosted by First Lady Laura Bush, who promoted a focus on an addition to the "3 R's" (reading, writing, and arithmetic) of a fourth "R" of *responsibility* as essential to our educational system. APA members comprised 4 of the 9 speakers, in addition to President and Mrs. Bush, Secretary of State Colin Powell, and Secretary of Education Rod Paige. The conference emphasized a commitment to a science-based approach to education reform in both academic and nonacademic arenas.

Dr. Belar was invited to the HRSA sponsored Aging of America: Implications for the Health Workforce convened by the Center for Health Workforce Studies at which health professionals and health researchers examined future workforce needs for the provision of services to the elderly.

The Education Directorate cosponsored, along with Dr. Peter Nathan, a reception for Senator Tom Harkin in Iowa in May, at which Dr. Belar presented Senator Harkin with an APA presidential citation for his work in support of psychology research, education, and practice as well as services for the underserved.

On behalf of the Board of Educational Affairs, Dr. Belar presented a citation to Representative Ralph Regula (R-OH) for his support of initiatives related to psychology's education advocacy agenda.

Education and education advocacy staff worked closely with the Bureau of Health Professions in initiating the implementation of the new and first federal funding program targeted to psychology, the Graduate Psychology Education (GPE). Over 200 inquiries from programs were received, resulting in over 150 programs participating in the technical assistance phase with the Bureau.

Education staff planned and implemented activities such as the G. Stanley Hall lectures, teaching workshops, and other presentations, at the Eastern Psychological Association, Southeastern Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, Midwestern Psychological Association and Southwestern Psychological Association Conventions.

Collaboration with APA divisions continued with the Directorate's 2002 co-listing of education and training related convention programs, available online at www.apa.org/ed/convention2002.html. Also highlighted are BEA and Education committee sponsored sessions and social hours.

Articles were developed on a regular basis for the *APA Division Dialogue*, *International Psychologist*, *APAGS*, *Monitor on Psychology*, and regional psychological association newsletters to ensure timely and broad coverage of issues in psychology education and training.

II. Office of Precollege and Undergraduate Education in Psychology (www.apa.org/ed/pcue.html)

Precollege

National Standards for the Teaching of High School Psychology

The “National Standards for the Teaching of High School Psychology” document underwent its first revision under the guidance of the Office of Precollege and Undergraduate Programs. The document is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>.

Unit Lesson Plans

Two unit lesson plans were developed this year: *Stress, Coping, and Health* and *Treatment*. The existing twelve unit lesson plans for teachers of introductory psychology are available on the Internet for TOPSS members at <http://www.apa.org/ed/topsshomepage.html>.

High School Teacher Workshops

The Office of Precollege and Undergraduate Programs offered two day-and-a-half teaching workshops for high school teachers at the RMPA Meeting in Park City, Utah, and at Belmont University in Nashville, Tennessee. The office also held a one-day workshop at APA Headquarters in Washington, DC. Participants included high school teachers of psychology from the DC Metropolitan area and New Jersey. Barney Beins, Ph.D., Maureen McCarthy, Ph.D., and Debra Park conducted the workshop and provided innovative activities and relevant information on research and survey development.

Textbook Development

The Education Directorate, in collaboration with the Publications and Communications Office and APA President Philip Zimbardo, continued development on the proposed high school psychology textbook and ancillaries to accompany it.

Resources for Teachers

Resources for teachers of psychology were provided to Teachers of Psychology in Secondary Schools (TOPSS) members. Mailings served as additional means of outreach from the Education Directorate and facilitated the sharing of information and resources to support teaching and learning in psychology.

Collaborative Efforts

Education and Science Directorates collaborated on previewing the second CARE video to high school students of psychology. Feedback was solicited and collected from students at Paint Branch High School in Burtonsville, Maryland that could be incorporated into the final cut of the video on psychopharmacology and non-human animal research.

Education and Science Directorates collaborated with the Science Service Organization on clarifying criteria for participation at the Intel International Science and Engineering Fair (ISEF). Preliminary discussions on recognizing a specific category for psychology at Intel ISEF were addressed.

TOPSS and the Precollege and Undergraduate Education staff collaborated with the Esther Katz Rosen Center for Gifted Education Policy on the development and dissemination of information on two cutting edge projects: Young Scholars Social Science Summit and the Pinnacle Scholars Project. These projects encourage participation of gifted students who have a keen interest in the discipline of psychology.

Two and Four Year Colleges

The BEA Task Force on Psychology Major Competencies distributed its report on *Undergraduate Psychology Major Learning Goals and Outcomes* for review and comment by APA governance groups and APA Divisions. Comments will be incorporated into the report that appears on the Web at <http://www.apa.org/ed/pcue/taskforcereport2.pdf>. In the fall, the Task Force developed a companion

document addressing effective assessment strategies to promote student learning and satisfy program evaluation needs.

The Committee of Psychology Teachers at Community Colleges ([PT@CC](#)) continued efforts to learn more about the needs of psychology teachers at two-year colleges. [PT@CC](#) developed a survey that was mailed to nearly 8,000 faculty teaching at community colleges. The committee has been actively involved in outreach and encouraging faculty to participate in the programs and activities of [PT@CC](#).

The BEA Undergraduate Advisory Panel was established in 2002 to guide the work of the Office of Precollege and Undergraduate Programs. The panel will report to the BEA with recommendations about special projects that will serve the undergraduate community.

APA Convention

On behalf of [PT@CC](#), the Precollege and Undergraduate Programs Office organized speakers for five hours of convention programming relevant to college faculty.

Four program hours at the 2002 Convention were provided for the G. Stanley Hall Lecture series. The lecture series included: Martha McClintock, Ph.D., University of Chicago (*Scents and Sensibility: Pheromones, Social Dynamics, and the Control of Fertility and Disease*); Joshua Aronson, Ph.D., New York University (*Narrowing the Minority-White Achievement Gap: Lessons From Psychology*); Randolph Smith, Ph.D., Ouachita Baptist University (*A Social Psychology Toolbox for the College Classroom*); and Roxane Cohen Silver, Ph.D., University of California, Irvine (*Thinking Critically about Coping with Life's Traumas*).

BEA-sponsored Initiatives

BEA approved the nominees for the Undergraduate Advisory Panel to work with the Office of Precollege and Undergraduate Programs. The Advisory Panel will guide efforts for undergraduate faculty, including workshops, development of curricular materials, and plans for undergraduate research conferences.

The Committee on Psychology Teachers at Community Colleges ([PT@CC](#)) held its first meeting in March 2002 to assess the needs of community college teachers and to develop a long-range plan for maximizing outreach to psychology teachers at two-year colleges.

At its March 2002 meeting, BEA approved requests for eight block grants to provide financial support for teaching conferences.

G. Stanley Hall Lectures

In 2002, four distinguished psychologists were invited to present G. Stanley Hall lectures at the APA Convention and regional psychological association meetings. The G. Stanley Hall Lecture Series features scholars who have achieved prominence both within their field and as educators. Conducted in collaboration with The Society for the Teaching of Psychology (APA Division 2), lecture topics selected represent areas commonly covered in introductory psychology courses.

Resources for Teachers

Resources for teachers of psychology were provided in mass mailings to Teachers of Psychology in Secondary Schools (TOPSS) members and psychology teachers at community colleges. The mass mailings served as additional means of outreach from the Education Directorate and facilitated the sharing of information and resources to support teaching and learning in psychology.

Psychology Partnerships Project

The Steering Committee for the Psychology Partnerships Project (P3) completed and disseminated a final report on the Psychology Partnerships Project. The P3 Service Learning Working Group completed its work on activities funded jointly by APA and Campus Compact. The collaborative effort of P3 and the Education Directorate webstaff resulted in a Service-Learning and Civic Engagement website, which can be viewed at www.apa.org/ed/slce/home.html.

III. Office of Graduate Education and Training (www.apa.org/ed/graduate)

Task Forces, Working Groups, Meetings

The Task Force on Distance Education finished its work during the spring of 2002, and Chair Ron Levant presented the final report at the APA Board of Directors June 2002 meeting. The report, entitled *Principles of Good Practice in Distance Education and Their Application to Professional Education and Training in Psychology*, is available for comment and review and is posted at the APA website at www.apa.org/ed/distance_ed.html.

Staff continued to participate in a working group planning the Association of Psychology Postdoctoral and Internship Centers (APPIC) Working Conference on Competencies in Professional Psychology. The Education Directorate, through the Board of Educational Affairs, is assisting in the financial support of the conference. Dates for the conference are November 7-9, 2002, in Scottsdale, Arizona.

Staff supported the work of the Board of Educational Affairs (BEA) subcommittee on standards and guidelines related to education and training in psychology. The subcommittee met by conference call to discuss and outline a working draft related to defining terms, criteria for evaluation, and procedures for review of proposed standards and guidelines.

Staff supported the annual meeting of the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) in April 2002. During the April meeting, CRSPPP completed its review of petitions for initial recognition of Sport Psychology and Serious Mental Illness: Systems, Services, and Interventions as proficiencies. It also completed a review of a petition for renewal of recognition of Industrial and Organizational Psychology as a specialty. CRSPPP will make its recommendations at the December meeting of the Board of Directors and at the February 2003 session of the Council of Representatives.

Staff attended and made presentations at the annual meetings of the Council of University Directors of Clinical Psychology, the Council of Counseling Psychology Training Programs, the Council of School Psychology Training Programs and the National Council of Schools and Programs in Professional Psychology. Staff also supported meetings of the Council of Chairs of Training Councils.

Additionally, staff supported meetings of the Council of Specialties (CoS) in June 2002; the Council of Credentialing Organizations in Professional Psychology (CCOPP) in January 2002; the American Association of Higher Education (AAHE); American Association of Colleges and Universities (AACU); American Association of University Professors (AAUP); Council of Graduate Schools (CGS); and the Council of Graduate Departments of Psychology (COGDOP). Presentations at conferences included the planning and implementation of programs involving roles and rewards of faculty, future faculty initiatives, and discussion of issues related to education and training in higher education.

Preparing Future Faculty

The Preparing Future Faculty (PFF) program, a national grant initiative sponsored by the Association of American Colleges and Universities and the Council of Graduate Schools, concluded in December 2002. Staff was involved in planning an end-of-year summit meeting of PFF leaders and graduate deans that took place on December 6-8, 2002 in Washington, DC. The meeting was held as part of the Annual Conference of the Council of Graduate Schools. While the grant ended in December 2002, ongoing initiatives have continued at the four model PFF programs in psychology: Miami University, University of Colorado at Boulder, University of Georgia, and the University of New Hampshire.

The office was awarded a grant from Campus Compact, an organization that encourages the integration of community and civic engagement with teaching and research. The grant will utilize the expertise of national leaders in psychology involved in service learning and the University of Georgia Preparing Future Faculty (PFF) program. During this period, the current PFF grant was extended through the calendar year and staff have been involved in planning a major end-of-year meeting of PFF leaders as well as

developing workshop modules for developing new psychology department PFF programs in the future. Staff also participated in the planning of future workshops on faculty teaching preparation to be co-sponsored by the Society for the Teaching of Psychology (Division 2). Additional activities included the co-sponsorship of Grad 980: Preparing to Teach a Psychology Course, a summer course offered through the University of New Hampshire Graduate School.

Grant proposals were submitted to the National Science Foundation, through the Council of Graduate Schools and the American Association of Higher Education for the purpose of further advancing PFF programs in psychology. Staff also participated in writing an article on PFF in the humanities and social sciences to be published in the June 2002 issue of *Liberal Education*, a periodical of the Association of American Colleges and Universities (one of the original co-sponsors of PFF).

Additional initiatives related to preparing future faculty in psychology included the following activities. The PFF program cosponsored a pre-convention faculty preparation workshop in cooperation with the Board of Educational Affairs and the Society for the Teaching of Psychology (Division 2) at the APA Convention in Chicago, IL: the 3rd annual *Developing Teachers of Psychology Workshop* (DTP). In addition, the office was awarded a grant from Campus Compact, an organization that encourages the integration of community and civic engagement with teaching and research in 2002. The purpose of the grant funding was to develop guidelines that could be used by faculty to form models that link the scholarship of civic engagement and service learning with professional development initiatives related to the scholarship of teaching, learning and research. The grant utilized the expertise of national leaders in psychology involved in service learning and the University of Georgia Preparing Future Faculty (PFF) program. The grant period ended in December 2002.

Outreach Activities and Online Resources

Information was collected from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*, during the months of February and March. The publication and online product provide information related to employment outcomes of graduates, degree and admission requirements, tuition costs, availability of internships, and other information. The online product is available through the APA website at www.apa.org/ed/gradopen.html.

The office provided graduate openings online for the public. The list provides information about graduate departments that have openings available to students who have not accepted an offer for graduate study. The list is available through the APA website at www.apa.org/gradstudy.

The *Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)* forwarded to the APA Board of Directors for approval the following recommendations: a) recognition of the Assessment and Treatment of Serious Mental Illness as a proficiency in professional psychology, b) recognition of Sport Psychology as a proficiency in professional psychology, c) and the renewed recognition of Industrial and Organizational Psychology as a specialty in professional psychology. Currently, proposed changes in CRSPPP procedures and policies are available for public review and comment. Staff supported a meeting at the APA Convention in Chicago and participated in several conference call meetings in the fall of 2002.

The Office of Graduate Education and Training supported two meetings of the *Council of Credentialing Organizations in Professional Psychology (CCOPP)* in January and September 2002. In addition, staff supported and attended two meetings of the *Council of Specialties (CoS)* in June and November 2002.

Staff coordinated conference calls and supported the work of the Board of Educational Affairs Working Group on Guidelines and Standards, who completed work on the document *Developing and Evaluating Guidelines and Standards Related to Education and Training in Psychology: Context, Procedures and Criteria*. The document is currently available for review and comment and is located on the web at http://www.apa.org/ed/bea_form.html.

APA and the Education Directorate co-sponsored with the Association of Psychology Postdoctoral and Internship Centers (APPIC) the Working Conference on Competencies in Professional Psychology, which took place on November 7-9, 2002 in Scottsdale, Arizona. Staff both participated in its planning and were participants as well as speakers.

IV. Office of Program Consultation and Accreditation

www.apa.org/ed/accred.html)

Outreach Activities and Online Resources

The Office of Program Consultation and Accreditation continued its outreach efforts to numerous education and training groups for the purpose of informing interested parties of accreditation activities, and encouraging feedback from such communities.

The Office continued its contact with key recognition bodies, such as the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

As part of the professional development session at the Spring ASPA (Association of Specialized Professional Accreditors) Conference in Chicago, IL, accreditation office staff presented on "Developing an Effective Annual Report." The CoA Annual Report was featured as part of that presentation.

Site visitor workshops were conducted through the year to prepare visitors to evaluate programs undergoing review for initial or continued recognition.

The Office of Program Consultation and Accreditation continued to make improvements to its website. Additions to the website included the 2003 self-study instructions, 2002 online annual report, selected research updates, and the revised *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* and *Accreditation Operating Procedures*. In addition, the online newsletter *CoA Communications* was added to the website and has been electronically disseminated after each CoA meeting.

Office of Program Consultation and Accreditation staff held training workshops throughout the year to prepare site visitors to evaluate programs undergoing review for initial or continued recognition. In addition, training workshops were held throughout the year to provide Training Directors with specific information about preparing a selfstudy report.

Accreditation Research Initiatives

The Annual Report was made available to all accredited doctoral, internship and postdoctoral sites in May 2001. The newly developed, web-based version required programs to report data at the individual level instead of at the aggregate level. Programs will now be able to track their students/interns/residents as they progress through the program using specific variables.

The research unit of the Office of Program Consultation and Accreditation continued to exam the various training models espoused by accredited internship programs. Further analyses will be conducted to determine the frequency with which specific training models are found within accredited internship programs.

Online Resources

This year, the Committee on Accreditation (CoA) introduced an online version of the annual report that is designed to provide program directors with a standard database for tracking individuals within their program. The CoA and office staff has worked to make the online annual report user-friendly, confidential and secure, easily accessible, and convenient. The office is pleased to report that over 75% of accredited programs opted to complete the 2002 annual report electronically. Beginning with the 2003 annual report, all accredited programs will be required to submit their data via the Internet.

In October 2002, the CoA began requesting public comment related to "programs in emerging substantive areas of professional psychology..." (p. 2 of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology*). In an effort to promote thoughtful discussion, the Office of Program Consultation and Accreditation and the CoA developed a public, electronic-based comment form. Comments are being accepted until April 1, 2003.

In September 2002, the CoA made available a proposed accreditation implementing regulation for review and comment. The regulation is a further articulation of section C.1 of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, which identifies the need for accredited programs to have core faculty. Comments are being accepted until March 17, 2003.

The Office of Program Consultation and Accreditation continued to make improvements to its website.

Other Activities

During this reporting period, there were 839 accredited programs in professional psychology: 352 doctoral programs, 469 internship programs, and 15 postdoctoral programs.

The CoA continued its discussion of the use of the term "emerging substantive areas" found in the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (G&P).

V. Office of Continuing Professional Education

(www.apa.org/ce)

The Sponsor Approval System and the Continuing Education fee-for-service programs met financial goals set for these revenue generating programs.

Outreach Activities

The 4th Annual CPE Winter Weekend, entitled "The Aftermath of Terror: Psychology's Role and Ethical Practice: Addressing Complex Dilemmas," was held in Orlando, Florida on February 7-10, 2002. The program was planned in collaboration with APA's Division of Independent Practice (Division 42).

The CE Office offered 51 half and full-day workshops at the 2002 Annual Convention in Chicago. The workshops covered 23 content areas, and were attended by over 800 participants. The CE Office also oversaw the administration of CE for 53 selected convention sessions and 2 additional symposia. Approximately 1,500 attendees claimed CE credit for one or more of the CE sessions.

Sponsor Approval System (SAS)

The Continuing Professional Education Committee (CPEC) approved 57 new organizations as sponsors of continuing professional education at its March 2002 meeting. The Office of Continuing Professional Education currently maintains records on the approval of 697 APA-approved sponsors.

CPEC met in February 21-24, 2002 to begin a revision of the Sponsor Approval System Criteria and Procedures Manual, which was last revised in 1996. CPEC continued the revision process at its March 2002 meeting, and plans on completing a final draft during its September 2002 meeting. This document will then be sent out for public comment.

The Continuing Professional Education Committee (CPEC) approved 47 new organizations as sponsors of continuing professional education at its September 2002 meeting. The Sponsor Approval System currently maintains records on the approval of 720 APA-approved organizations.

CPEC continued its revision of the Criteria and Procedures Manual at its September 2002 meeting. Another policy meeting is scheduled for January 2003.

The Sponsor Approval System began offering one-time course approval in August 2002. This is for organizations offering one-time programs (e.g., national or international conferences) that do not wish to pursue sponsor approval.

Independent Study Programs

The CE Office and APA Books introduced a new process for reviewing APA Books' material for potential CE products. APA Books will continue to provide the CE Office with lists of upcoming publications, and, when requested, complete copies of edited materials prior to publication. This will shorten the timeline between choosing an APA Books' product for Independent Study and getting the CE product to market.

The CE Office has explored the possibility of offering interactive courses on-line. Two products have been chosen for a pilot program and are expected to be instituted in the first half of 2003.

VI. Center for Psychology in Schools and Education (CPSE)

www.apa.org/ed/cpse

Presidential Initiative on Psychology and Education

The Center for Psychology in Schools and Education was selected to staff President-Elect Robert Sternberg's initiative on "Psychology and Education". The initiative was launched at a meeting on June 29-30th. Task force members, appointed for their expertise in the fields of education and psychology, were asked to identify issues of concern, to discuss ways to determine what actions can make a difference, and to address how to accomplish these actions in the context of APA.

Promoting Psychology and Education on the National Agenda

In support of CPSE's mission to advocate for and build a presence for psychology in the national education agenda, the center organized several relationship-building meetings with national education and scientific organizations, including:

Strengthening ties with the National Science Foundation - CPSE hosted a meeting between staff members of the National Science Foundation Department of Research, Evaluation and Communication and with President-Elect Robert Sternberg, members of the APA Education and Science Directorates and the Public Policy Office. NSF members delivered a presentation on "Opportunities for Psychology in Learning and Education" followed by a fruitful discussion of ways that the two organizations could collaborate.

Brainstorming with Deans of Schools of Education who are also psychologists - CPSE gathered together Deans of Schools of Education who are psychologists to advise on the application of psychological science to teaching at the both the American Association of Colleges for Teacher Education and the American Educational Research Association annual conventions.

Strengthening connections within APA of groups addressing teacher preparation - CPSE assembled members of Div 15 – Educational Psychology, Div. 16 – School psychology and Div. 17 – Counseling Psychology to discuss educational reform issues.

Strengthening ties with other national education organizations - During the first half of 2002, CPSE held relationship-building meetings with staff of AERA, American Federation of Teachers, Education Trust and the National Education Association.

CPSE staff presented a workshop on violence prevention & bullying behavior at the Safe Schools, Safe Youth: Building Character and Creating Enduring Peace conference sponsored by Hunter College, Educators for Social Responsibility and CUNY Dispute Resolution Consortium in February 2002.

BEA Technology Working Group

The Technology Working Group continued to finalize a draft report that outlines technology competencies that every undergraduate and graduate student in psychology should have. The report discusses the implications of these competencies for teaching psychology at all levels of the educational pipeline. The summary, which includes data from a survey of APA affiliates/ professional organizations as well as input from the Educational Leadership Conference, also includes a multidimensional matrix that details general competencies psychology students should possess or acquire and the contexts in which these competencies would be applied. This preliminary report will be used to solicit feedback from the larger psychological community who will be attending the APA convention in August. Recommendations from this symposium along with data being gathered from an online survey will be used to produce a final report. The report is available online at www.apa.org/ed/pcue/taskforcereport2.pdf.

Center for Gifted Education Policy

An APF online newsletter was established to connect APA members, gifted scholars, universities and colleges of education, graduate students, local and state policy makers, parents, and gifted students, with CGEP's work, previously APA published material on giftedness and each other. The first issue was posted in July, and announcements were delivered on three listservs.

In March 2002, the APA CE committee approved *Gifted Dialogue* as a vehicle for reading for CE credit. *Gifted Dialogue* will be posted three times a year with two to three credits available per issue.

CGEP evaluated gifted programs at Hunter College Elementary and High Schools and the Indiana Academy, and has been invited to serve as evaluator for Columbia University/Bronx Zoo (pending OERI funding)

Healthy Lesbian, Gay and Bisexual Students Project

The Healthy Lesbian, Gay and Bisexual Students Project (HLGBSP) created a training curriculum for building the capacity of school counseling, health, and mental health professionals to prevent health risks and promote healthy outcomes of lesbian, gay, and bisexual youth. The curriculum was developed for approximately seven hours of training time with professional audiences, as most HLGBSP workshops are held as pre-conference learning institutes at national and state conferences. Topics in the curriculum include conceptualizing the role of the school professional in meeting the health needs of LGB adolescents, understanding the needs of this population based on recent data sets from national studies, and sharing strategies for addressing health and mental health risks of LGB youth in school-based settings.

The HLGBSP identified and developed a training cadre of ten professionals representing school counselors, nurses, psychologists, and social workers that will teach the curriculum with representatives of the American Psychological Association at selected national and state conferences. A Training-Of-Trainers meeting was held at APA in February

The HLGBSP training curriculum was used at four events: the National Association of School Psychologists (NASP) 2002 conference in Chicago, IL, the School Social Work Association of America (SSWAA) 2002 conference in Atlanta, GA, the Pennsylvania Association of School Nurses Conference in State College, PA, and the American Counseling Association (ACA) 2002 National Conference in New Orleans, LA. A total of 140 professionals participated in these four workshops. Response to the curriculum has been very positive, and planned future evaluation data will assist the project staff in revising the curriculum this summer and fall to generate a second iteration of the curriculum.

VII. Education Advocacy (www.apa.org/ppo/edppo.html)

The BEA Advocacy Workgroup began the process of finalizing a model curriculum for advocacy which will be made available on the Directorate website to programs, faculty and students.

Appropriations Initiatives

Graduate Psychology Education (GPE) Program (Bureau of Health Professions) - Education Advocacy staff with the assistance of Drs. Herb Goldstein and Robert Devies, gained \$2 million to launch a separate psychology education and training program within the Bureau of Health Professions (BHP). This is the first federal program solely for psychology. In addition to the receipt of federal education and training funds, psychology also gains recognition as an essential health profession of national significance within the BHP, which is charged with "coordinating, evaluating, and supporting the development and utilization of the Nation's health personnel." Funds for FY 2002 must be disbursed by September 30, 2002. Approximately 150 programs received technical assistance from BHP in the application process for GPE grants. Funding for FY2002 was the first step in a multiyear initiative to establish a \$15-20 million program. This year's efforts will focus on securing support for additional FY 2003 funding from both the House and Senate appropriators.

Graduate Training in Geropsychology (Bureau of Health Professions) - Education Advocacy staff also joined forces with Public Interest Aging staff to gain funding for a new Graduate Training in Geropsychology (GTG) program in the Bureau of Health Professions. The authorization for this effort was secured by Education Advocacy staff during the last reauthorization of the Older Americans Act (OAA) of 2000. Originally proposed for the Administration on Aging, funding for this initiative has now been combined with the GPE Program, as suggested by key hill staff who expressed concern about the likelihood that Congress would support a new program this year. Therefore, GTG funding would be a set-aside of the FY 2003 GPE funding as described above.

Authorizing Legislation

National Health Service Corps Reauthorization – APA Education Advocacy also scored a big win for psychology with the passage of the 2002 Safety Net bill, which President Bush signed into law in late October. The statute reauthorizes the National Health Service Corps (NHSC) and provides \$146 million in financial incentives for psychologists and other eligible health professionals to work in designated underserved areas. APA Education advocacy staff successfully gained the following: 1) Psychologists are defined as "health service psychologists"; 2) Psychologists are listed as "primary care providers" along with physicians, nurses, and dentists; and 3) Psychology students are now eligible for the National Health Service Corps Scholarship Program. [Practicing psychologists remain eligible for the Loan Repayment Program.]

Elementary and Secondary Education Act Reauthorization - Education advocacy staff spearheaded an inter-directorate effort to advocate on behalf of APA on H.R. 1, No Child Left Behind which was approved by a House-Senate Conference at the end of last year. APA advocated for the maintenance and expansion of the current *Elementary and Secondary School Counseling Program* and the inclusion of a new term "other qualified psychologists". APA also advocated for the inclusion of an expanded program in the *Gifted and Talented Education Program*. However, the current structure (competitive grants to states, local educational agencies, institutions of higher education and other public entities) was maintained with greater emphasis on "scientifically based research", as well as evaluation of such programs. APA also advocated for psychology's inclusion in the *Domenici Integrated Mental Health and School Program*, which authorizes a new program that will provide grants to states, school districts or Indian tribes for better linking of the school system to the mental health services system in a community. Funds under this program may be used for prevention, diagnosis and treatment, as well as the provision of on-going mental health services to young people. Finally, APA advocated for a separate authorization for the *Safe and Drug Free School* program, which was retained.

Reauthorization of the Higher Education Act – Up for review in the 108th Congress, the legislative branch has already begun the process of reauthorizing the Higher Education Act (HEA). In general, this Act

contains within it the blueprint or framework for the federal government's investment in and access to higher education. To date, the U.S. House of Representative's Education and the Workforce Committee has held three hearings to examine programs and policies that fall under the Act including: Historically Black Colleges and Universities, Accreditation, and Teacher Quality. The Senate Health, Education, Labor and Pensions Committee has yet to hold hearings. Education advocacy staff has been coordinating an effort to develop Association-wide recommendations to best represent psychology and psychologists in the Act. Areas of interest include accessibility to higher education, funding for graduate education, teacher quality and support service programs like TRIO. APA recommendations for the reauthorization were submitted to the House Education Committee in December, as requested. The recommendations included: defining teaching skills based on psychological principles, developing an alternative introduction initial teaching experience based on psychological principles, expanding mental health services on campuses and including psychology as a science in the HEA science programs. In addition, Education PPO staff will try and raise awareness about issues that merit consideration when discussing higher education such as depression among college students and better using universities to effectively bring research to bear in today's elementary and secondary classrooms.

Education Advocacy Grassroots Activities

Federal Education Advocacy Coordinators (FEDAC) Grassroots Network - The second annual FEDAC training workshop and meeting was held September 21-23 in Washington, D.C. As part of their annual training, the FEDACs met with their entire Congressional Delegation (Senators and Representative) to urge support for the \$6 million FY 2003 appropriations for the Graduate Psychology Education (GPE) program within the Bureau of Health Professions. These vitally important hill visits were the culmination of the annual advocacy-training workshop for the Regional Coordinators. Since the primary goal for Regional Coordinators at this time is to grow the FEDAC grassroots network, this year's workshop focused on "recruitment" (i.e., recruiting psychologist Campus/Training Representatives at all major universities, professional schools or training sites in the states within their region). In addition to APA staff presentations, Christopher Kush, President of Soapbox Consulting, conducted a variety of training activities designed to help the FEDACs develop strategies and skills for recruiting new Campus or Training Representatives (CTRs). The 2003 FEDAC annual training workshop and meeting will be held in conjunction with the Education Leadership Conference as originally planned.

National Council of Schools of Professional Psychology (NCSPP) – As part of its ongoing efforts to raise awareness of the importance of gaining federal support for psychology education and training, Education Advocacy staff provided a two-day advocacy training workshop for members attending the winter NCSPP meeting. The first session, "Becoming a Grassroots Advocate", addressed the value and importance of becoming an advocate for psychology, the basics of grassroots activities and the vital role that psychology constituents play in influencing federal legislative initiatives. The second focused on "Preparing for a Congressional Hill Visit." Both sessions included interactive activities and role playing exercises.

Annual Education Advocacy Breakfast Meeting –The annual Education Advocacy Breakfast Meeting was held during the APA Chicago convention. Bureau of Health Professions Program Specialist, Terri Spear, the keynote speaker, spoke about the newest program in the Bureau – the Graduate Psychology Education (GPE) program. Ms. Spear had been actively involved with the establishment of GPE, and therefore provided valuable information on the creation of the program and how the agency's policies and regulations effected its implementation. In addition, Dr. Pat DeLeon, APA Past President, and Chief of Staff to Senator Daniel Inouye (D-HI), spoke about the need for psychologists to be involved in grassroots activities in order to help APA gain greater federal support for psychology education and training, such as continued funding for the GPE program.

Advocacy Curriculum

The first draft of a curriculum for advocacy training was completed. This curriculum is designed to provide web-based resources to those wishing to include education and training regarding advocacy in their courses or programs.