

Report to the Council of Representatives:

APA Education Directorate Initiatives

July –December 1998

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Initiatives around professional education and training issues are motivated by the changing marketplace for psychologists and are among the primary foci of the Education Directorate. Recent projects listed below represent some of the accomplishments in 1998.

- The 50th Anniversary of APA Accreditation was celebrated by APA members, educators, and staff at the 1998 APA annual convention in San Francisco.
- The SAMHSA/HRSA Report was prepared by Education Directorate staff for publication and online access. The report addresses education resources for education and training of psychologists to function in primary health care settings and roles within a managed care environment.
- A final report and recommendations addressing the scope, criteria, and procedures of the APA Sponsor Approval System, were developed.
- A total of 613 Organizations were approved as CE sponsors in 1998.
- 8 new Independent Study programs for Continuing Professional Education were added to APA's current offerings, with four on-line examinations available.
- CE workshop enrollments reached a record-breaking total at the APA convention.
- Education, Science, and COGDOP co-sponsored the 2nd annual workshop on current issues in higher education, targeted for new and junior faculty.

Significant gains in education advocacy were made this year. Some key legislative initiatives are highlighted below.

- The Annual Education Advocacy Breakfast in San Francisco featured Capitol Hill staff who discussed the complexities of major legislation introduced into Congress and chronicled their efforts to draft and pass the 1998 Health Professions bill
- The first major reauthorization of the Higher Education Act in several years resulted in significant gains for psychology (practice and science) students in such federal programs as Work-Study, Graduate Assistance in Areas of National Need, and Minority Science & Engineering Improvement Program.
- The Public Health Services Act was renewed with a major expansion of eligibility for psychology at all levels (undergraduate, graduate and postdoctoral) and with special opportunities for minority students.
- Education Advocacy Training was provided to various groups, including the Division and State Leadership Conference, Regional Associations, BEA members and liaisons, Council of Chairs of Training Councils (CCTC), and students throughout 1998.

Conservative estimates indicate that over two million students each year are introduced to the discipline of psychology through courses at the high school, community college or college levels. To ensure that the discipline is being appropriately introduced to students, the Education Directorate continues to develop initiatives at these levels.

- The National Standards for High School Psychology document was finalized by a task force of educators.
- 5 Innovative Unit Lesson Plans were developed as new tools for the teachers of introductory psychology.
- Programming for the first annual National Forum on Academic Partnerships was fully developed. The Forum will be held in June 1999 at James Madison University.
- A needs assessment survey to all 2-year college faculty was distributed and over 1000 responses were received from the mailing. A teaching conference was cosponsored with Psi Beta to address identified needs.

- A series of articles addressing issues of diversity in education were published in the APA Monitor and are available on the world wide web.
- Expanding the Psychology Curriculum: An Annotated Bibliography, a diversity reference list for teachers, was completed.
- Block Grants of \$500 were awarded to support teaching conferences to be held around the U.S.
- The Education Directorate helped support the report, *The Study of Undergraduate Curriculum, 1996-1997*. The final report was received and is being used to develop initiatives in 1999.
- Activities at the 1998 APA Convention included *scholarships* awarded by TOPSS and APF to outstanding high school students; teaching and technology *symposia*; TOPSS *programming for teachers of introductory psychology*; and a wide range of *programs, co-sponsored with 38 APA Divisions*, that related to issues of teaching, learning, and education.

The application of psychology to education and training is a high priority of the Education Directorate. The Center for Psychology in Schools and Education (CPSE) had an active year in its outreach initiatives and new projects, with strong support from the Board of Educational Affairs (BEA).

- The Multi-Division School to Work Initiative Task Force held a series of 5 conference calls and a one meeting. Members are writing the report due to Council in February 1999.
- The Learner-Centered Psychological Principles continued to be instrumental in the development of new activities:
- Over 8,700 copies of the LCP's were distributed to teachers, educators, and professional development personnel across the U.S. A third printing of the document is underway.
- Two symposia, "Learner-Centered Principles: Technology as a Tool for Learning" were presented at the APA Annual Convention in San Francisco. One session was constructed for the psychologist attendees with the second session presented to teachers and education from the Bay Area.
- The LCP's are now available for downloading from the CPSE web site in both text and graphic format.
- A New Preschool Project was recommended by the CPSE advisory committee. To date, a series of interviews have been conducted with leading experts in the field. These interviews will be synthesized into a summary "white paper" to be used to guide the development of projects in this area.
- The Gifted/Talented Students Project was formed in collaboration with APA President Marty Seligman's Task Force on Prevention's subcommittee on gifted children. The goal of this project is to create a set of materials for parents, educators and general public on the topic.

Ongoing Initiatives of the Education Directorate

APA Annual Convention

The 1998 Education Directorate convention programming included many exciting programs: APAGS Symposium: Future Employment Opportunities in Academe; G. Stanley Hall Lecture series; symposium honoring the 50th Anniversary of the Committee on Accreditation; the 1997 Distinguished Career Contribution to Education and Training in Psychology Award Addresses; as well as several Education-Division sponsored programs related to teaching, learning, and education at all levels.

Plans are underway for many exciting programs and cutting-edge demonstrations of instructional technology for the 1999 Mini-convention on Education and Technology.

Outreach Activities

The Directorate works to carry out the mandate of BEA to develop a working relationship with groups and divisions interested in teaching and education. During the past 6 months this has included outreach to: Divisions 2 (teaching), 7 (developmental psychology), and 15 (educational psychology); APAGS; Psi Chi and Psi Beta; 2 year College Working Group; Council of Teachers of Undergraduate Psychology; Council of Undergraduate Psychology Programs; Council of Chairs of Training Councils (CCTC); Council of Graduate Departments of Psychology (COGDOP); TOPSS; State Psychological Associations; Regional Psychological Associations.

In addition, outreach to related groups outside of psychology includes: The American Association of Colleges and Universities, the American Association for Higher Education, the American Council on Education, the American Council of Learned Societies, the American Educational Research Association, the Council of Graduate Schools, the National Academy of Science, the National Institutes of Health, the National Science Foundation, the Office for Educational Research and Improvement, and related offices in the United States Department of Education.

Accreditation Outreach

So that the psychology communities with an interest in the accreditation process can be informed of Accreditation activities, and to encourage participation and feedback from those communities, the Program Consultation and Accreditation Office interacts on a regular basis with various education and training groups. These groups include: the Council of Chairs of Training Councils, the Academy of Psychological Clinical Science, the Association of Counseling Center Training Agents, the Association of Directors of Psychology Training Clinics, the Association of Psychology Postdoctoral and Internship Centers, the Association of State and Provincial Psychology Boards, the Council of University Directors of Clinical Psychology, the Council of Community Psychology Program Directors, the Council of Counseling Psychology Training Programs, the Council of Health Psychology Training Programs, the Council of Directors of School Psychology Programs, the Council of Graduate Departments of Psychology, the National Council of Schools and Programs of Professional Psychology, the Association of University Counseling Center Directors, the Association of Veterans Affairs Chief Psychologists, and the Association of Medical School Professors of Psychology.

The APA Committee on Accreditation continues to be in dialog with its counterparts in the Canadian Psychological Association.

Continuing Education Outreach

The CE Office continues efforts to promote the exchange of information and resources relevant to continuing professional education with a variety of groups. The CE Office is represented at the Mid-Winter meetings of the practice divisions, the Practice Division Executive Roundtable, the State Leadership Conference, the Division Leadership Conference, the Committee on Divisions and APA Relations, and the Committee on Ethnic Minority Affairs. The office continues to maintain communications with state licensing bodies to monitor changes in the continuing education requirements for the licensure of psychologists. Additionally, the CE Office serves as a liaison from the Education Directorate to related continuing professional education organizations such as the International Association of Continuing Education and Training and the University Continuing Education Association.

Recognition of Specialties and Proficiencies in Professional Psychology

At its August 1998 meeting, the APA Council of Representatives approved the recommendation of CRSPPP for continued recognition of Clinical Psychology as a specialty in professional psychology. The Council also approved a recommendation for recognition of Clinical Child Psychology as a specialty. The specialties and proficiencies recognized by APA to date include the following:

Specialties

Clinical Psychology
Counseling Psychology
School Psychology
Industrial-Organizational Psychology
Clinical Neuropsychology
Clinical Health Psychology
Psychoanalytic Psychology
Clinical Child Psychology

Proficiencies

Substance Use Disorders
Biofeedback: Applied Psychophysiology
Clinical Geropsychology

At its October 9-10, 1998 meeting, CRSPPP reviewed a petition submitted by APA Division 17 (Counseling Psychology) for continued recognition of Counseling Psychology as a specialty in professional psychology. CRSPPP found that the information provided in the petition satisfies the criteria for continued recognition of the specialty of Counseling Psychology. CRSPPP will recommend that Council affirm continued recognition of this specialty in February 1999.

In accordance with a cost-cutting package approved by Council at the August 1998 meeting, activities and meetings of CRSPPP will be suspended in 1999. Staff in the Education Directorate will continue to work with CRSPPP by conference call, fax, and listserv communications to provide some ongoing and basic support to the Commission during the next year. This is particularly important since CRSPPP has worked with a number of interested constituencies who are expected to submit CRSPPP petitions in 1999.

Governance Support

BEA task forces and working groups continued to reflect the broad scope of issues across all levels of education and training. BEA's Executive Committee and panels work throughout the year to focus on and to prioritize specific issues to further the overall goals of the Board and Directorate. Additional electronic mailing lists were created to enhance communications with liaisons, monitors and members of Education governance groups.

Expanded use of Electronic Communications

The Education Directorate Web page contains information for students at all levels, faculty, continuing education offerings, accredited programs, the application of psychology to education and frequently asked questions in psychology education. In addition, it provides links to other sections of the APA Web site and to related professional and educational organizations. Directorate staff update information daily. Web page design and the conceptual development of information presentation are ongoing in the Directorate.

Products and Services Available

The Directorate makes available a variety of products and services for the Education community.

Students and prospective students can find resources for picking a school and planning an academic career. Career planning information for students is provided online and in print through the booklet *Psychology/Careers for the Twenty-/First Century*. The Directorate's publication *Getting into Graduate School* provides step by step tips for undergraduate students who are considering going to graduate school also available in convenient print and online versions.

Many resources for teachers, faculty and educators at all levels are provided through the Directorate's programs and activities. The *Inventory of Resources for Teachers of Introductory Psychology* is available free and contains a listing of products and services available such as: *Psychology Teacher Network (PTN)* continues to expand its readership, now reaching more than 3,000 teachers of psychology and other interested parties. The Psychology Partnerships Project (P3) provides a directory of over 6,000 psychology teachers including pre-college, 2-year college, and 4-year college faculty. The directory makes it possible for all teachers of psychology to develop linkages and partnerships with educators at other levels of teaching. The *Learner Centered Psychological Principles* is now on-line and in print to provide teachers further access to psychology in the education arena.

Education Advocacy Activities

Higher Education Amendments of 1998 (PL105-244)

Education Advocacy staff succeeded in gaining access to federal financial aid for psychology graduate students in the Senate and House bills (S.1882 and H.R.6, respectively) and ultimately in the law. The APA recommendations were championed by Representative Buck McKeon (R-CA), Chair of the House Post Secondary, Training and Lifelong Learning Subcommittee, and Senator Paul Wellstone (D-MN), member of the Senate Labor and Human Resources Committee. Education policy staff realized their three goals: 1) Gaining increased support of lawmakers for federal funding of graduate students; 2) Gaining access of psychology graduate students (practice and science) to as many federal programs as possible including the College Work Study Program, the Graduate Assistance in Areas of National Need Program and the Minority Science Improvement Program; and 3) Gaining the collaboration of One Dupont Circle, the powerful higher education community, for the inclusion of psychology in current programs for graduate students.

Health Professions Education Partnership Act of 1998 (S.1574)

After almost six years of intensive, on-going efforts, Education Advocacy staff have succeeded in gaining significantly greater access to the health professions programs for psychology. Psychology gained eligibility in the following new or revised programs: Minority & Disadvantaged Health Professions Grant Program (Centers of Excellence, Scholarships for Disadvantaged Students, Loan Repayment for Minority Faculty, and Educational Assistance Regarding Undergraduates); Interdisciplinary Community-based Linkages (Geriatric Education Centers; Rural Interdisciplinary; and Allied Health & Other Disciplines); Health Professions & Public Health Workforce (Public Health Workforce Traineeships in Severe Shortage Disciplines).

National Health Service Corps

Education advocacy staff worked hard to gain increased appropriations for the NHSC through report language that had the support of the Director of the National Health Service Corps (i.e., \$500,000 to help fund behavioral and mental health positions in community health centers). Unfortunately, the report language requesting specific dollar amounts was not accepted. Nevertheless, Reports from both the House and Senate Appropriations Committees do include language, which encourages HRSA and the NHSC to continue to address the disproportionate shortage of behavioral and mental health care providers. APA will redouble its efforts to gain targeted funds for the placement of psychologists in the NHSC Loan Repayment Program through the FY 2000 appropriations process and during efforts to reauthorize the Program in the 106th Congress.

Office of Educational Research and Improvement

Education Policy staff, along with a small coalition, has continued to advocate for increased funding for educational research. Unfortunately, even though there is an emphasis in Congress on funding research, educational research is not included. The House and Senate Appropriations Committee requested flat funding, which was the same as the President's request. Flat funding was also proposed for the Institutes, which have not had a significant increase since 1985. The coalition plans to double its efforts with a major, sustained push that involves developing justification materials and more importantly, soliciting the support of our members concerned about educational research.

Indians-Into-Psychology Program

Over the last two years INPSYCH funding has increased to \$600,000, but still far below the \$2 million target. Despite APA's renewed efforts, however, funding for this program was not increased. The Indian Health Service did receive a badly needed, but modest increase in funding. This will relieve some of the pressure to terminate smaller programs like INPSYCH. Senator Conrad Burns (R-MN) has assured us that he will work with the Indian Health Service to ensure that the current programs will continue. INPSYCH funding supports a handful of programs at the University of North Dakota, the University of Montana, and the University of Oklahoma.

Advocacy Training and Other Grassroots Activities

In addition to the advocacy workshops presented at Division, State and Regional Association Meetings, Education Advocacy staff also hosted a weekend training workshop for all the Chairs of the Council of Chairs of Training Councils (CCTC). The workshops are part of the on-going efforts to gain support for Education Advocacy activities and to expand the Education Advocacy Grassroots Network. Feedback from these training sessions has been positive, and requests for similar training sessions have already been received for 1999. Another very successful grassroots activity this year was the annual Education Advocacy Breakfast meeting held at the APA convention in San Francisco. Key staffers from the Senate Subcommittee on Public Health treated attendees to an informative and entertaining "behind the scenes" presentation of 1998 Health Professions Bill.