

APA Education Directorate Major Initiatives
January-June, 1999
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Executive Summary

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 1999.

- **The Continuing Professional Education Office**, formerly the Continuing Education Office, was renamed as a result of the merger of the former Continuing Education Committee and Committee for the Approval of Continuing Education Sponsors.
- **A petition for continued recognition** by the U.S. Secretary of Education was submitted by the Office on Program Consultation and Accreditation. The National Advisory Committee on Institutional Quality and Integrity will review the petition at its December 1999 meeting.
- **A Mediterranean Cruise, sponsored by the APA CPE Office in June**, offered a CPE seminar on the topic of *Coaching your Client: The Psychology of Superior Performance* taught by Shane Murphy, Ph.D.
- **The inaugural APA CE Weekend** in January 1999 in San Diego, CA, was hosted by the CPE Office. The theme was *Psychology and Medicine: Emerging Research and New Applications for Practice*.

The Education Advocacy staff continues to seek federal support for psychology education and training with some key advocacy initiatives listed below.

- **Through the Higher Education Negotiated Rulemaking on Campus Crime Reporting**, confidentiality of psychological services was protected.
- **Reauthorization of the Older Americans Act** sought to gain interdisciplinary training for psychologists (and other mental health professionals) wishing to specialize in aging,
- **Expansion of the National Health Service Corps State Incentive Grant Program** helped to increase the number of psychologists in the Loan Repayment Program and under-served areas.
- **Increased participation for Psychology in the Bureau of Health Professions** was gained through the regulatory process and agency relations.
- **Advocacy training was conducted** at various annual conferences including the NCSPP, CUDCP, CCPTP, CPA, and WPA.

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 first annual National Forum on Academic Partnerships** was held June 17-22, 1999 at James Madison University in Harrisonburg, VA. More than 100 participants including high school teachers and faculty from community colleges, undergraduate, and graduate psychology programs met to dialogue about critical issues in psychology education. Recommendations from the Forum will be forthcoming.
- **Expanding the Psychology Curriculum: An Annotated Bibliography**, a diversity reference list for teachers, was distributed to teachers from high school, 2-yr and 4-yr. institutions.
- **The National Standards for High School Psychology** document was approved by the Board of Directors at its June 11-13, 1999 meeting and will be forwarded to the Council of Representatives for its August 1999 meeting for final approval.
- **9 Introductory Psychology Unit Lesson Plans** are in use and 3 more are being developed for 2000.
- **Participation in the National Institute for Teachers of Psychology**, as well as **regional psychology conferences**, provided a forum to share recent initiatives and resources available from the Directorate.

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) actively pursues its initiatives and new projects with strong support from the Board of Educational Affairs (BEA).

- The Multi-Division School to Work Initiative Task Force, staffed in the CPSE Office, submitted its report to the Board of Directors at its June 1999 meeting. The report will be forwarded to the Council of Representatives for its August 1999 meeting.
- *The Learner-Centered Psychological Principles* continued to be widely distributed with over 10,000 copies in print and averaging 130 hits per week for the on-line version.
- A new CDC funded project, *The Healthy Schools Project*, designed to help schools provide health programs to lesbian, gay and bisexual youth, was begun as a joint effort between the Office on Aids and CPSE.
- The Gifted/Talented Students Project was formed in collaboration with Dr. Marty Seligman's (past-President of APA) 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.

APA Annual Convention

Plans are underway for the August 1999 *Mini-convention on Education and Technology* with many exciting programs and cutting-edge demonstrations of instructional technology. Education Directorate convention programming will include:

- pre-convention workshop for high school teachers
- G. Stanley Hall Lecture series
- 1998 Distinguished Career Contribution to Education and Training in Psychology Award addresses
- annual *Education track of programming*: convention programs related to teaching, learning, and education at all levels that the Board of Educational Affairs co-lists with 42 APA Divisions
- CPE Distinguished Lecture featuring Thomas E. Brown, Ph.D.
- TOPSS programming for teachers of introductory psychology

The Directorate works to carry out the mandate of the Board of Educational Affairs (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: Division 2 (teaching); APAGS; Psi Chi; Psi Beta; 2 year College Working Group; Council of Teachers of Undergraduate Psychology (CTUP); Council of Undergraduate Psychology Programs (CUPP); Council of Graduate Departments of Psychology (COGDOP); Teachers of Psychology in Secondary Schools (TOPSS); National Institute for Teachers of Psychology (NITOP); state psychological associations; and regional psychological associations. Expanded collaborative initiatives are being developed for 2000.

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.

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, the Association of Postdoctoral Programs in Clinical Psychology, the Clinical Neuropsychology Synarchy, 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. Proposed changes to the *Accreditation Guidelines and Principles/Operating Procedures* were made available for a 2-month period of public review and comment.

Continuing Professional Education (CPE)

The CPE Office continues efforts to promote the exchange of information and resources relevant to continuing professional education with a variety of groups. The CPE Office was represented at the Mid-Winter meetings of the practice divisions, the Practice Division Executive Roundtable, the State 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 CPE 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.

The Committee for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), staffed by the Education Directorate, recommended the continued recognition of Counseling Psychology as a specialty in professional psychology to the Council of Representatives at its February 1999 meeting. The Council approved the recommendation. 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

Treatment of Alcohol and Other Psychoactive
Substance Use Disorders
Biofeedback: Applied Psychophysiology
Clinical Geropsychology

In accordance with a cost-cutting package approved by Council at the August 1998 meeting, activities and meetings of CRSPPP are suspended in 1999. Staff continue to work with CRSPPP by conference call, fax, and listserv communications to provide ongoing and basic support to the Commission.

The Board of Educational Affairs (BEA) and its task forces continued to reflect the broad scope of issues across all levels of education and training, working via electronic mail and conference calls. The BEA Executive Committee and four working groups focused on and prioritized specific issues to further the overall goals of the Board and Directorate. In 1999, the working groups include *curriculum; technology; marketplace; and advocacy*. Additional electronic mailing lists were created to enhance communications with liaisons, monitors and members of Education governance groups.

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.

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 publications *Graduate Study in Psychology* and *Getting into Graduate School* provide academic resources and 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 Negotiated Rulemaking

Negotiated rulemaking is mandated for the promulgation of regulations for Title IV of the Higher Education Act (HEA). Jill Reich, Ph.D., Executive Director for Education, was appointed a negotiator and Nina Levitt, EdD, Director for Education Policy, was named an Alternate for the Campus Crime provisions. In order to protect client-counselor confidentiality, Drs. Reich and Levitt both advocated for the exemption of psychologists from reporting crimes. *As a result, APA succeeded in gaining language favorable to psychologists on campus. The regulatory language exempts psychologists (and other counselors) from reporting on campus crime, thereby protecting the "confidentiality" of counseling sessions.* The US Department of Education is now in the process of developing regulations, which are to be made public in the *Federal Register* sometime this summer. APA Education advocacy staff will monitor the *Federal Register* and respond to the Notice of Proposed Rulemaking for these and other HEA regulations, as they become available.

Health Professions Regulations and Grant Announcements

APA Education advocacy staff has been working with the US Department of Health & Human Services' Bureau of Health Professions on the revision of regulations (including their implementation) to facilitate the inclusion of psychologists and psychology students in the health professions' education and training programs. These programs include: Centers of Excellence, Health Career Opportunities Programs, Scholarships for Disadvantaged Students, Geriatric Training Centers and Rural Interdisciplinary Centers. Information on these programs, as well as grant announcements, have been posted on the Education Advocacy Web Site www.apa.org/ppo/edppo.html

National Health Service Corps

APA Education advocacy staff continue to work with the National Health Service Corps on expanding opportunities for psychologists. Psychology is playing a key role in the NHSC's new initiative called "100% Access". This initiative provides interested states with technical assistance for achieving the goal of 100% access to health care for underserved populations. APA is also taking the lead in a Coalition formed to work on draft legislation for the upcoming reauthorization that focuses more attention on the non-physician provider in underserved areas.

Older Americans Act Reauthorization; and Senate Hearing on "Aging Successfully"

In recent years, few federal dollars have been spent on training health professionals to work with older persons. Recognizing this serious need, APA Education advocacy staff is working with the staff of the Senate Subcommittee on Aging and the House Subcommittee on Postsecondary Education, Training and Lifelong Learning to gain the inclusion of training for clinical geropsychologists. Meetings are being scheduled with APA members who are constituents of the Chairs and Ranking Members of both Subcommittees.

APA Education advocacy staff, with support from PI and PPO-PI staff, has also developed a proposal for a hearing on "Successful Aging" (with plans to bring in clinical geropsychologists) for the Senate Special Committee on Aging. Currently, there is no specific date planned for the hearing. However, APA members, who are constituents of the Chair, are trying to get the hearing scheduled. Education advocacy staff (along with other PPO-PI staff) will hold a hill briefing on the topic before the end of the year, if a hearing is not held.

National Health Service Corps

APA Education advocacy staff is advocating for \$1,000,000 to expand the National Health Service Corps State Grant Incentive Program in order to increase the number of psychologists and other behavioral and mental health professionals providing services in underserved areas. The program began this year in six states, with a total of \$60,000. The Chair of the House Appropriations Committee and the Ranking Member of the Senate Labor-Health & Human Services-Education Appropriations Subcommittee have both agreed to the \$1,000,000 request. APA members have been very helpful in securing this support, especially an APA member who is a constituent of the House Appropriations Chair.

Bureau of Health Professions

APA Education advocacy staff expects Report Language in both the House and Senate Appropriations bills which emphasizes the importance of including psychologists and psychology students in the federal health professions education and training programs. This language will support efforts by the Bureau of Health Professions to strengthen their commitment to psychology (and other behavioral and mental health professions) as an integral part of interdisciplinary health care.

Indians-Into-Psychology

APA Education advocacy staff continues to promote the Indians-Into-Psychology Program (INPSYCH), which is currently funded at \$600,000. The request for FY2000 is \$2 million. Once again, the House is attempting to stay with the funding caps set in 1997 and is not increasing funding for small discretionary programs such as this one. It is expected that the Senators, whose three universities participate, will maintain the program at its current level, perhaps with a modest increase to bring it to \$1,000,000.

Higher Education Graduate Programs

APA Education advocacy staff has worked with other associations in the Higher Education community, especially the Association of American Colleges and the Alliance to Advance Student Aid, to gain increases in: Pell Grants, Perkins, Work Study, and Graduate Programs. APA is especially interested in increasing funding for the Work Study and Graduate Programs, which were revised based on APA recommendations during the reauthorization in 1998. APA staff has met with staff of the Senate Appropriations Committee and intends to meet with House staff, as well.

Office of Educational Research & Improvement

APA Education advocacy staff participate on a coalition to advance federal educational research programs, including field-initiated studies. For FY2000, the coalition requested the Administration's proposed levels for the research programs, which includes an increase of \$45 million. The coalition is proposing that the \$45 million additional funds are used for current programs instead of new initiatives as proposed. Furthermore, APA and the coalition support the full funding of 25% of research funds for field-initiated studies. Meetings have been held with Senate Appropriations staff and are planned with House staff.

Advocacy Training and Grassroots Activities

Following last fall's very successful training sessions in Washington, this year Education Advocacy staff have been presenting advocacy workshops to members attending various mid-winter meetings and spring conferences. From January through March 1999, advocacy workshops were conducted at the National Council of Schools of Professional Psychology (NCSPP) meeting in Charleston, South Carolina; at the Council of University Directors of Clinical Psychology Programs (CUDCP) meeting in Clearwater, Florida; at the Council of Counseling Psychology Training Programs (CCPTP) spring meeting in St. Petersburg, Florida; and at the California Psychology Association in San Diego. In May, Education Advocacy staff and APAGS teamed up to present a training workshop at the Western Psychological Association (WPA) spring conference held in Irvine, California. Aimed primarily at psychology graduate students, this workshop provided information and practical tips for establishing campus-based advocacy networks, in order to increase student/faculty involvement. The overall purpose of the training workshops has been to raise awareness of the importance of psychologists/students need to participate in advocacy, especially grassroots activities.

