

**Report to the Council of Representatives**  
**Education Directorate Major Initiatives**  
<http://www.apa.org/ed>  
**January – June 2002**  
***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.

**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.

**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.

**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](http://www.apa.org/ed/gradopen.html).

### **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](http://www.apa.org/ce))
- The Sponsor Approval System and the Continuing Education fee-for-service programs met financial goals.

### **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.

### **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.

**Ongoing Initiatives of the Education Directorate  
January – June 2002 Report**

**I. Education Governance and Communications**

[www.apa.org/ed/govandcom.html](http://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. Annual reports from BEA and all Education Committees are available on the Education Directorate website at [www.apa.org/ed/bcreports.html](http://www.apa.org/ed/bcreports.html).

**Communications**

***Education and Technology***

The Education Directorate webstaff completed a redesign of its homepage ([www.apa.org/ed](http://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 e-mail. 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 *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](http://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](http://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.

#### ***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.

### **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.

Teachers of Psychology in Secondary Schools (TOPSS) and members of the Board of Directors discussed collaborating on an initiative on Psychology in Science Fairs.

### **Two and Four Year Colleges**

#### **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](http://www.apa.org/ed/slce/home.html).

### **III. Office of Graduate Education and Training**

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

The ongoing initiative involves four model PFF programs in psychology: Miami University, University of Colorado at Boulder, University of Georgia, and the University of New Hampshire. There is ongoing evaluation of various activities related to the four projects.

### ***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](http://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](http://www.apa.org/gradstudy).

## **IV. Office of Program Consultation and Accreditation**

[www.apa.org/ed/accred.html](http://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.

### ***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.

### ***Other Activities***

During this reporting period, there were 825 accredited programs in professional psychology: 352 doctoral programs, 464 internship programs, and 9 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](http://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).

***Sponsors of Continuing Professional Education (CPE)***

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.

***Independent Study Programs***

The CE office worked to develop two new independent study programs to be released later in 2002. The office also worked with the Communications staff and Internet Services to establish online registration for CPE workshops to be held at the 2002 APA convention. In addition, staff organized programming for 53 selected convention sessions and 2 satellite symposia, which will also be offered for CE credit.

The Office of Continuing Professional Education introduced a new way to earn CE credits based on articles from the *American Psychologist*. Exclusively online, members choose from select articles with corresponding exams. Six articles have been offered from November 2001 to April 2002, with more five more programs to be developed in the coming months.

**VI. Center for Psychology in Schools and Education (CPSE)**  
([www.apa.org/ed/cpse](http://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](http://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 who 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](http://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***

*Bureau of Health Professions Reauthorization* - The Senate Subcommittee on Public Health led by Senator Edward Kennedy (D-MA), Chair, and Ranking Member, Bill Frist (R-TN), made plans to act early 2003 on a bill to reauthorize the Bureau of Health Professions, which includes the Graduate Psychology Education (GPE) Program. Their staff intends to draft a bill this summer. Education Advocacy staff met with key subcommittee staffers to propose statutory language that would place psychologists among the *primary care providers* including physicians, physician assistants, nurses and dentists. At a minimum, it is necessary to secure strong bill language that will authorize the GPE program indefinitely. Education Advocacy staff will meet with legislative staff of the other members of that subcommittee.

*National Health Service Corps Reauthorization* - Despite the lack of controversy on the final bill and the strong support for passage, the Health Care Safety Net Amendments of 2001 has still not passed the House because of a right-to-life rider on the bill. Both the House and Senate bills include mental and behavioral health services and professionals in the National Health Service Corps and Community Health Clinic Titles. Briefly, Under National Health Service Corps (NHSC), psychologists and other mental and behavioral health professionals were added to the list of primary health care providers and explicitly made eligible for the Scholarship and Loan Repayment Programs. Mental and behavioral health services were added for the first time to the Community Health Centers Program. In addition, a technical amendment was included to change the term "clinical psychologist" to "health service psychologist" in the definition of mental and behavioral health professionals in these programs to be consistent with APA policy.

*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.

#### **Education Advocacy Grassroots Activities**

*Federal Education Advocacy Coordinators (FEDAC) Network* – The first annual training workshop and meeting of the Regional FEDACs was held in early December 2001 in Washington, D.C. Comprised of APA education leaders from across the country, the Regional FEDACs participated in a 3-½ day interactive workshop, which culminated with hill visits on the last day. The Regional FEDACs are now into the first phase of recruiting FEDAC Campus and Training Site Representatives at major institutions and training sites in key states within their region.

*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.