

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

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.

#### **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**

- 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](http://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 10<sup>th</sup> 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 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 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**

- 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 108<sup>th</sup> 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](http://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.
- 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  
June – December 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)***

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

**Communications**

***Meetings and Outreach Initiatives***

The Regional Psychological Association directory was updated and made available on-line. In addition, Martha Boenau was named the coordinator for APA's regional association activities within central office.

The Directorate sponsored two seminars related to career development at the APA Convention. The seminar, How to be an Excellent Mentor, was presented by two psychologists who focused on the mentoring relationships in undergraduate and graduate settings. The seminar, Career Paths in Psychology, featured three psychologists who presented perspective and offered advice to those interested in careers in public policy, teaching in community college and non-academic research settings.

At the APA convention, the Directorate co-hosted a meeting of psychologists who hold leadership positions in higher education institutions. Sharon Brehm, Chancellor at Indiana University, Bloomington, was the guest speaker to this group of deans, provosts and presidents.

Worked with the National Academy of Sciences National Research Council to ensure that all areas of psychology that provide scientific training are included in the of science programs

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. Eighteen grants were awarded; one-third to doctoral programs and two-thirds to internships in professional psychology.

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 is 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***

Three unit lesson plans were developed in 2002: *Positive Psychology, 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 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.

#### ***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 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*).

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

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

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](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.

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.

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.

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

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

#### ***Outreach Activities***

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).

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.

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 self-study report.

### **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: 355 doctoral programs, 469 internship programs, and 15 postdoctoral residency programs.

The research unit of the Office of Program Consultation and Accreditation continued its work on various projects, including examining the various training models espoused by accredited internship programs, analyzing site visitor evaluation forms, and conducting a content analysis of domains outlined in the *Guidelines and Principles for Accreditation of Programs in Professional Psychology*.

## **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 for 2002.

### **Outreach Activities**

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.

### **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.

### ***Sponsor Approval System (SAS)***

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.

## **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 hosted 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))

### ***Appropriations Initiatives***

*Graduate Psychology Education (GPE) Program, Bureau of Health Professions (BHP)* – Due to the efforts of Education advocacy staff and APA Members and despite tight budget allocations and other pressing considerations, the U.S. Senate provided, for the first time, specific funding for psychology education and training. The Senate Labor-HHS-Education Subcommittee allocated \$5 million for psychology education and training in the Bureau – \$2 million to continue the Graduate Psychology Education (GPE) Program and \$3 million to support graduate training in geropsychology within the GPE. Even though the FY 2003 appropriations process was carried over to the next Congress with a different party in control, and a new budget target requiring \$2.7 billion reduction in their bill, the Senate included specific instruction in their bill report to continue GPE with a separate geropsychology component in FY 2003.

The House appropriators increased their support for GPE three-fold, increasing the FY 2002 level of \$2 million to \$6 million for FY 2003 - \$3 million for GPE and \$3 million for geropsychology training. Although there will be pressure at the Conference to reduce this funding, it is highly likely that GPE will be continued with significantly more funding than its first year.

### ***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.]

*Reauthorization of the Higher Education Act* – Up for review in the 108<sup>th</sup> 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.

*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.