

**EDUCATION DIRECTORATE  
CYNTHIA D. BELAR, PHD  
EXECUTIVE DIRECTOR  
JULY-DECEMBER 2004**

***Education Directorate Mission***

The APA Education Directorate advances education in psychology and psychology in education for the benefit of the public. It seeks to enhance (1) the education and training of psychologists across all levels, (2) the teaching of psychology, and (3) the application of psychology to education. Staff of the Education Directorate work in direct support of the Board of Educational Affairs (BEA), its reporting committees, and such other groups as assigned in addressing goals related to this mission. The executive summary that follows highlights a sample of the achievements in different program areas of the Directorate with detailed reports of program activities appended.

***Executive Review***

***EDUCATION OUTREACH INITIATIVES***

- The 2004 Education Leadership Conference (ELC) was held on September 10-13 in Washington, DC. The conference theme was *Applying Psychological Science to Education in Psychology*. From the 140 attendees, this year's meeting included representatives from 17 psychology education and training organizations, plus representation from other organizations with commitments to education and training, 28 APA divisions and a number of APA governance groups.
- The inaugural issue of the Education Directorate's newsletter, *The Educator* was published in November 2004.

***RECOGNITION OF OUTSTANDING ACHIEVEMENT IN EDUCATION***

- At the 2004 APA Annual Convention the BEA recognized the following psychologists for outstanding contributions to education as the 2005 recipients of the Awards for Distinguished Contributions to Education and Training:
  - Derald Wing Sue, Ph.D. for Distinguished Career Contributions to Education and Training
  - Nadine Kaslow, Ph.D. for Distinguished Contributions to Education and Training
  - Emil R. Rodolfa, Ph.D. for Distinguished Contributions of Applications of Psychology to Education and Training

Additionally, at the 2005 APA Annual Convention the BEA will honor Cal D. Stoltenberg, Ph.D., Irma Serrano-Garcia, Ph.D., and John C. Norcross, Ph.D. for their outstanding achievements.

### **EDUCATION ADVOCACY INITIATIVES**

- APA succeeded in maintaining level funding at \$4.5 million for the Graduate Psychology Education (GPE) Program for FY 2005, even while many other federal discretionary programs were eliminated or drastically cut. Efforts are underway to gain an increase in FY2006.
- Currently there are 27 GPE grants supporting a variety of psychology, doctoral, and internship programs in 21 states and the District of Columbia. The grants range from approximately \$91,000 to \$250,000 a year for a three year cycle. A total of 52 GPE grants have been awarded since the inception of the program in 2002. The next GPE grant competition is expected to be held in 2006.
- The GPE program is now administered through the Division of Medicine and Dentistry in the "Dentistry, Psychology, and Special Projects Branch" (no longer in "Allied Health"). This is the first time psychology is listed in the organizational structure of the Bureau of Health Professions (BHPr). Branch Director O'Neal Walker is also the first psychologist to be hired in BHPr.
- On October 21st, 2004, the Garrett Lee Smith Memorial Act (GLSMA), which contained within it elements of the APA initiated Campus Care and Counseling Act, was signed into law by President Bush at a White House ceremony at which APA was represented by Cynthia Belar, Executive Director for Education.
- The youth suicide prevention programs in the Substance Abuse & Mental Health Services Administration, created by the GLSM, were funded at \$10 million for FY 2005; some of those funds are expected to go to college campuses to meet the mental health needs of students.

### **GOVERNANCE COMMITTEES AND TASKFORCES**

- BEA Advisory Council on Accreditation submitted its final report with recommendations to the BEA in November 2004.
- BEA Task Force on Assessment of Competencies in Professional Education and Training met for a 2.5 day meeting October 2004 and will meet again before issuing a final report to the BEA at the fall 2005 consolidated meeting.
- BEA Task Force on Education and Training in Proficiencies was appointed in July 2004.

- BEA Task Force on Workforce Analysis in Education and Training submitted its final report to the BEA in November 2004.
- BEA Subcommittee on Standards and Guidelines for Education and Training in Psychology worked with APA Division 13 in reviewing, *Guidelines for Education and Training at the Doctoral and Postdoctoral Level in Consulting Psychology/Organizational Consulting Psychology*.

## **DIRECTORATE PROGRAMS IN EDUCATION**

### **ENHANCEMENT OF EDUCATION IN PSYCHOLOGY**

- The National Science Foundation awarded a grant to the APA Education Directorate in the amount of \$375,000 (DUE –0435058) to fund Phase One of the Online Psychology Laboratory (OPL).
- In July 2004 the Office of Precollege and Undergraduate Education (PCUE) launched the APA Psychology Department Program (PDP), now available for subscription, to provide access to the APA’s many teaching and advising publications.
- The PCUE compiled preliminary results to its first on-line survey to create the new APA Undergraduate Psychology Education Database. Through this new initiative, the office has begun to develop a comprehensive set of comparison data that will be useful for program evaluation and review.
- PCUE is collaborating with the American Council on Education on a new initiative to address Internationalizing the Undergraduate Curriculum of Psychology. In addition, the staff is also continuing their collaboration with the Disciplinary Society-Educational Association (DSEA) Alliance to prepare and plan for a national meeting on the role of professional societies in recruiting, nurturing, and retaining a more diverse community of academic STEM professionals.
- BEA in collaboration with the Council of Graduate Departments of Psychology (COGDOP) evaluated and selected two departments to share the award for *Innovative Practices in Graduate Education in Psychology* in 2004.
- BEA awarded block grants to support small conferences and workshops that advance the quality of graduate and postgraduate education and training to eight departments of psychology or organizations planning conferences and workshops.

- During this year's APA Convention, the Continuing Education in Psychology Office offered 58 convention workshops and 155 sessions.

### ***ENHANCEMENT OF PSYCHOLOGY IN EDUCATION***

- The Young Scholars Social Science Summit (YS4), held at APA on December 10th, modeled for 80 high school students and their teachers how various scientific disciplines (psychology, geography and history) study and address the problems associated with media persuasion.
- In December, the Coalition met to review data being collected by a survey to examine teachers' needs for professional development in several areas, including classroom management, instructional skills, classroom diversity, and family outreach.
- The \$2 million APA/IES PERT (American Psychological Association/Institute of Education Sciences Postdoctoral Education Research Training) project successfully launched with an Orientation for Fellows in Washington, DC in August 2004.
- The National Research Council, American Educational Research Association, the American Psychological Association, and the National Science Foundation hosted a one-day forum on December 14, 2004 to explore the application of multiple social science research methods to educational problems.

### ***QUALITY ASSURANCE IN EDUCATION AND TRAINING***

- The Office of Program Consultation and Accreditation completed the review process for continued recognition as the accrediting body for professional psychology by the Secretary of the U.S. Department of Education. The National Advisory Committee on Institutional Quality and Integrity voted for full recognition of APA's Committee on Accreditation for the next five years with no concerns.
- During this reporting period, there were 869 accredited programs in professional psychology (thirteen new programs; four doctoral programs, seven internship programs, and two postdoctoral programs): 369 doctoral programs, 467 internship programs, and 33 postdoctoral residency programs.
- During Convention, APA held; in conjunction with Tripler Army Medical Center and APA Divisions 38 and 17, the inaugural Clinical Health Psychology Institute at the Tripler Army Medical Center, titled "Integrating Psychological Services into Primary Care Clinics".

- The Continuing Professional Education Committee (CPEC) approved 22 new organizations and renewed approval for 102 organizations as sponsors of continuing education at its October 2004 meeting. There are currently 740 APA-approved sponsors.
- After several years of review and discussion within CPEC as well as with other governance groups, with the support of those groups the revision of the Sponsor Approval System criteria was approved by the Board of Directors in December. It will go before Council for approval in February 2005.
- The *National Standards for the Teaching of High School Psychology* document is in the process of its first revision under the guidance of the Standards Working Group and staff in PCUE.

## **EDUCATION OUTREACH INITIATIVES**

### ***The 2004 Education Leadership Conference***

The 2004 Education Leadership Conference (ELC) was held on September 10-13 in Washington, DC. This year the theme of the conference was *Applying Psychological Science to Education in Psychology*. A major focus of the conference was to evaluate how psychology might effectively apply its scientific knowledge base to the education and training of future psychologists, and the teaching of psychology at all levels.

The ELC is an annual event to strengthen the infrastructure in our discipline related to education in psychology and psychology in education by:

- Providing a forum for groups and organizations across all levels of education and training to address issues of mutual concern
- Promoting a shared disciplinary identity among education and training leaders in psychology
- Impacting public policy in regard to education in psychology and psychology in education
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### ***Communications***

- Staff created and designed new information brochures for use during the APA Convention that will also be used for future events.
- Staff designed and coordinated production of the inaugural edition of the Education Directorate newsletter: *the Educator* (<http://www.apa.org/ed/educatorFall04.pdf>).
- Staff created new website for the Psychology Departments program. (<http://www.apa.org/ed/pcue/psydeptprog.html>)
- Staff redesigned three Education Directorate websites:
  - CESL (Civic Engagement and Service-Learning)
  - TOPSS (Teachers of Psychology at Secondary Schools)
  - CE/SAS (Continuing Education Sponsor Approval System)

Staff designed and posted the July edition of the Committee on Accreditation Online Newsletter ([http://www.apa.org/ed/accreditation/coa\\_homejul04.html](http://www.apa.org/ed/accreditation/coa_homejul04.html))

## **RECOGNITION OF OUTSTANDING ACHIEVEMENT IN EDUCATION**

- The Education and Training Awards Committee selected Cal D. Stoltenberg, Ph.D. to be the recipient of the *Distinguished Contribution of Applications of Psychology to Education and Training Award*.

- The Education and Training Awards Committee awarded two *Distinguished Contributions in Education and Training Awards*: 1) to John C. Norcross, Ph.D. and, 2) to Irma Serrano-Garcia, Ph.D. All awards will be presented at the 2005 APA Annual Convention.
- Dr. Jonathan Sandoval, Chair of the Board of Educational Affairs announced the 2004 Education Advocacy Distinguished Service Awards: Drs. Emil Rodolfa and Harvette Grey. Dr. Rodolfa was recognized for his contribution and effective leadership regarding the Campus Care and Counseling Act, which was incorporated into the Garrett Lee Smith Memorial Act. Dr. Harvette Grey was also recognized for garnering the support of Representative Danny Davis with compelling arguments and data that resulted in his becoming a co-sponsor of the Campus Care and Counseling Act.
- During the fall consolidated meeting, BEA established an award to recognize distinguished contributions to education and training of applied child and adolescent psychologists. BEA will soon complete the set of criteria and procedures for the administration of the award.

## **GOVERNANCE COMMITTEES AND TASKFORCES**

- BEA Advisory Council on Accreditation  
The purpose of the Advisory Council was to review the composition of the Committee on Accreditation (CoA) and make recommendations to the BEA regarding (a) how that structure (i.e., composition) may require change given the current state of education and training in psychology, and (b) the frequency of future reviews of CoA composition and how such reviews should be structured. Following an open forum at the APA Convention, another at the ELC, and a final meeting to discuss comments received from the field in response to an earlier draft report. The Advisory Council submitted its final report with recommendations to the BEA in November 2004. BEA accepted the Advisory Council Report, discharged the Advisory Council with appreciation for its work, and recommended that further actions be taken in collaboration with the Committee on Accreditation.
- BEA Task Force on Assessment of Competencies in Professional Education and Training  
In February 2004, with support of the Board of Directors, BEA requested and received funding from the Council of Representatives (C/R) 2004 discretionary fund to support the establishment of a task force on the assessment of competencies in professional education and training. The focus of the Task Force is to review current practices of competency assessment, synthesize the literature in psychology and selected other professions, analyze policy issues, and make recommendations regarding models for the assessment of competencies developmentally in professional education and training in psychology. This work

will include an analysis of issues related to ethics and diversity, and will reflect the developmental stages of professional education and training in psychology. Task Force membership includes representatives from the BEA, Board of Professional Affairs (BPA), Board of Scientific Affairs (BSA), Board for the Advancement of Psychology in the Public Interest (BAPPI), and the Committee for the Advancement of Professional Practice (CAPP). In addition, two members-at-large were appointed with expertise in models of measurement and assessment used in other professions or otherwise outside the context of professional education, training, and credentialing in psychology. The Task Force met for a 2.5 day meeting October 2004 and will meet again before issuing a final report to the BEA at the fall 2005 consolidated meeting.

- BEA Task Force on Education and Training in Proficiencies  
The purpose of this task force is to discuss and develop for the BEA recommendations on methods or models by which the APA might establish a quality assurance program for the assessment of education and training programs designed to achieve competence in recognized proficiencies of practice. The Task Force is comprised of seven members with representation from the BEA, CAPP, BPA, BSA, BAPPI, the Continuing Professional Education Committee (CPEC), and the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). The Task Force has conducted its business electronically to date and will hold a meeting in 2005. The product of the Task Force will be a report to be submitted to the BEA at the Fall 2005 Consolidated Meeting.
- Task Force on Workforce Analysis in Education and Training  
Staff supported the work of the BEA Task Force on Workforce Analysis in Education and Training that submitted its final report to the BEA in November 2004. The report included recommendations for outlining and conducting a workforce analysis in psychology. BEA accepted the Task Force report, discharged the Task Force with appreciation for its work, and forwarded recommendations for future action to the Board of Directors in December.
- Subcommittee on Standards and Guidelines for Education and Training in Psychology  
The subcommittee worked with APA Division 13 in reviewing, *Guidelines for Education and Training at the Doctoral and Postdoctoral Level in Consulting Psychology/Organizational Consulting Psychology*. The document was distributed and reviewed by APA governance, divisions, state affiliated associations and external education and credentialing groups in psychology, during the 2004 October committee meetings and the November board meetings. Comments were received and reviewed by Division 13 representatives and changes, as appropriate, were incorporated into the final document. BEA forwarded the final document to the APA Board of Directors in December 2004, requesting that the Board forward the document to the Council of Representatives in February 2005 for approval.

## **EDUCATION ADVOCACY INITIATIVES**

### **Education Public Policy Office**

[www.apa.org/ppo/edppo.html](http://www.apa.org/ppo/edppo.html)

The Education Public Policy Offices seeks to increase federal support for psychology education and training and to promote the application of psychology to education.

### ***Graduate Psychology (GPE) Education Program***

- **GPE Appropriations**

In an austere budget climate, when many other programs were reduced APA succeeded in maintaining level funding for FY 2005. This was achieved through support from more Members of both House and Senate appropriations committees than before.

### ***Legislation Related to the Higher Education Act Reauthorization***

- **Garrett Lee Smith Memorial Act (Campus Care and Counseling Act)**

Many elements of the APA proposed Campus Care and Counseling Act, which was introduced in both chambers with bipartisan support, were contained in the Garrett Lee Smith Memorial Act. Signed into law in October 2004, this represents an important first step in establishing critical and needed support for mental and behavioral health services to students on college campuses. In addition, since both the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Higher Education Act need to be reauthorized in the 109<sup>th</sup> Congress, there may be an opportunity to make other changes in legislation that would more comprehensively address the real and documented needs of students on college campuses.

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

- **Education Advocacy Breakfast**

The Education Advocacy Breakfast Meeting was held during the annual APA convention in Hawaii. Congressman Danny Davis (D-IL-7th), co-sponsor of the Campus Care and Counseling Act HR3593) was the keynote speaker. Davis spoke about the importance of mental and behavioral health services for adolescents and college students and the need for APA members to become (or remain) involved in grassroots activities.

- **Advocacy CE Workshop**

For the first time a continuing education advocacy workshop was offered at the APA annual convention. Conducted by Nina Levitt, EdD, Director for Education Policy, Sheila Forsyth, MEd, Education Advocacy Consultant, SPSSI Scholar Diane Elmore, PhD, and Amanda Ring, Legislative Assistant, Education Policy

Office, the day-long CE workshop afforded participants with little or no policy experience instruction on the value and importance of advocacy activities and the skills necessary to be an effective advocate.

- *Combined ELC and FEDAC Advocacy Training Workshop*  
In September, members of the Federal Education Advocacy Coordinators (FEDAC) grassroots network participated in the third Education Leadership Conference (ELC). As in previous years, an advocacy-training workshop was provided to ELC participants. Over 100 individual meetings were made to Capitol Hill offices, representing over 25 states and the District of Columbia. Feedback from the training workshop and hill visits was very positive and vital to the overall success of Education Advocacy efforts.
- *Federal Education Advocacy Coordinators (FEDAC) Network*  
In order to continue developing and enhancing their skills, the FEDACs have made a commitment to raise their own level of advocacy expertise and experience by participating in advanced advocacy activities (e.g., drafting Op-Ed pieces for local newspapers, inviting Members of Congress to visit their campus/program, attend Town Hall Meeting, etc). The Regional Coordinators have also agreed to increase their on-going efforts to recruit Campus/Training Representatives at all major institutions within their regions.

## **ENHANCEMENT OF EDUCATION IN PSYCHOLOGY**

### **Office of Precollege and Undergraduate Education (PCUE)**

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

The Office of Precollege and Undergraduate Education advances psychology in secondary schools, community colleges, and undergraduate programs by providing information, linkages, resources, funding, and professional development to faculty, students and the general public.

### **Meetings and Outreach Initiatives**

- Staff supported meetings of the executive committees of the APA Teachers of Psychology in Secondary Schools (TOPSS) and the APA Psychology Teachers at Community Colleges (PT@CC).
- Staff planned and implemented activities for psychology teachers, such as the G. Stanley Hall lectures at the APA Convention, programming sponsored by APA TOPSS and PT@CC at the convention, and other presentations at the NCSS Conference, the Texas Council for the Social Studies Conference, the Best Practices Conference, and the TOPSS workshop in Akron, OH.

### ***Precollege Initiatives***

- *National Standards for the Teaching of High School Psychology*  
The *National Standards for the Teaching of High School Psychology* document is in the process of its first revision under the guidance of the PCUE. APA Boards and Committees received the revised Standards through the Fall 2004 Cross-Cutting agenda and submitted additional comments for consideration. The document is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>.
- *Unit Lesson Plans*  
Unit lesson plans on Social Psychology and Stress, Coping, and Health Promotion continued development this year. Additional unit lesson plans are being developed. The existing fourteen unit lesson plans for teachers of introductory psychology are available on the Internet for TOPSS members at <http://www.apa.org/ed/topss/homepage.html>.
- The Office and TOPSS sponsored a teaching workshop in Akron, Ohio. Participants included high school and community college teachers of psychology. The workshop focused on teaching activities that could be used in the classroom.
- TOPSS and the Education Directorate (with funding from the Membership Office) had an exhibit booth at the National Council for the Social Studies (NCSS) Annual Conference in Baltimore, MD. NCSS is the largest association in the country devoted to social studies education; over 4,100 social studies teachers attended the conference. The visibility of APA at NCSS was welcomed, and highlighted the presence of psychology within NCSS.
- TOPSS began a network of Regional Coordinators in each of ten US, Canadian, and Latin American regions. The Regional Coordinators will assist with membership outreach and communication.
- *Conducting Psychological Research for Science Fairs: A Teacher's Guide and Resource Manual*, a manual prepared by TOPSS, was completed. The manual will be printed in January 2005.
- Pilot programs designed to recruit minority high school students into the field of psychology were started in New Jersey and California. TOPSS is collaborating with the APA Membership Office on this new project.

### ***Two and Four Year College Initiatives***

- *PT@CC Growth*  
PT@CC continued its outreach to community college psychology faculty and students. Since its founding in 2003, more than 500 psychology teachers at two-year colleges have joined PT@CC as APA Community College Teacher

Affiliates, in addition to more than 150 APA members at community colleges are also participating in the programs and activities sponsored by APA PT@CC.

- APA Psychology Department Program (PDP)  
The APA PDP was developed further to bolster APA's support of psychology departments (especially those in smaller colleges) by providing a one-stop opportunity to tap APA's education benefits. This program is available for purchase and includes a package of subscriptions to APA's many teaching and advising publications and promotes access to its varied education resources. By the end of 2004, there were 61 institutions participating in the PDP. This includes 33 schools that are among the nation's Tribal Colleges and Historically Black Colleges and Universities (HBCUs). In addition to serving as another mechanism for sharing the wealth of educational resources from the APA, the PDP has provided an opportunity to bring in 148 new APA student affiliates.
- Online Psychology Laboratory  
The National Science Foundation awarded a grant to the APA Education Directorate in the amount of \$375,000 (DUE -0435058) to fund Phase One of the Online Psychology Laboratory (OPL). Part of the National Science Digital Library (NSDL), OPL will consist of highly interactive, Web-deliverable psychology experiments and demonstrations, a cumulative data archive from which students can retrieve datasets for analysis, and pedagogical materials that link the library content to the curriculum in high schools, community colleges, and 4-year institutions.

### ***Collaborative Efforts***

- TOPSS and the PCUE staff collaborated with the Esther Katz Rosen Center for Gifted Education Policy on the facilitation of the Young Scholars Social Science Summit.
- TOPSS collaborated with the Cornell Institute for Research on Children (CIRC) (<http://www.circ.cornell.edu/>) to encourage high school psychology teachers to participate in CIRC's "Thinking Like a Scientist" project.

### **Office of Graduate & Postgraduate Education & Training (GPET)**

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

The mission of the Office of Graduate and Postgraduate Education and Training is to advance the quality and public understanding of graduate and postdoctoral education and training in preparation for careers in teaching, research, and applications of psychology as a scientific discipline and profession.

### ***Support of Graduate Education and Training Awards and Block Grants***

- Council of Graduate Departments of Psychology (COGDOP)  
The BEA in collaboration with the COGDOP evaluated and selected two departments to share the award for innovative practices in graduate education in psychology in 2004. The BEA and COGDOP awarded top honors to the Department of Psychology at the University of Wisconsin in Madison, and the Department of Psychology at the University of Toronto. The program at the University of Wisconsin in Madison is a cross-disciplinary, integrative research program; and the program at the University of Toronto represents an interdisciplinary and inter-university training program in communication and social interaction in health and aging (and includes departments of psychology at Concordia University, McMaster University, and the University of Calgary). In addition, the BEA and COGDOP awarded honorable mention to the Department of Psychology at the University of Hawaii. The program at the University of Hawaii is a graduate specialization program that integrates community psychology and cultural psychology into a single program.

### ***Support of Additional Graduate Education and Training Initiatives***

- Council of Chairs of Training Councils (CCTC)  
Staff supported meetings of organizations involved in graduate education and training, including meetings of the CCTC in July and November 2004. The CCTC provides a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology. Staff supported the work of several CCTC workgroups that had a focus on competency development through practicum training in doctoral programs.
- Preparing Future Faculty  
Staff supported initiatives related to the preparation of graduate students for teaching and other academic responsibilities. The directorate was pleased to assist the University of New Hampshire Department of Psychology, with funding in expanding the availability of online graduate courses, through Blackboard®, and the development of teaching materials and workshops to train additional faculty interested in offering on-line courses.

### ***Specialization in Professional Psychology***

- Recognition of Specialties and Proficiencies in Professional Psychology  
The Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) completed its review of several petitions in 2004, including a petition for the renewal of Clinical Health Psychology as a specialty, and Clinical Geropsychology as a proficiency. CRSPPP recommended, in July 2004, that the Council of Representatives (C/R) renew recognition of Clinical Health Psychology as a specialty in professional psychology. In addition, CRSPPP forwarded to the Board of Directors, in December 2004, the

recommendation for the renewal of recognition of Clinical Geropsychology as a proficiency in professional psychology.

- **Council of Credentialing Organizations in Professional Psychology (CCOPP)**  
Staff supported the work of CCOPP, an inter-organizational forum for the discussion and formulation of policy issues related to specialties and specialization in professional psychology. For the past three years, the major focus of CCOPP's work has been the development of the document, A Conceptual Framework for Health Service Specialization in Professional Psychology. As the lead APA member organization of CCOPP, CRSPPP sought final review and comment on the document from boards and committees, plus individuals and organizations external to APA concerned with education, training and credentialing in psychology. CCOPP will meet in January 2005 to discuss and prioritize its future work.
- **Council of Specialties (CoS)**  
Staff supported meetings of the CoS in 2004. The mission of the CoS is to promote and support the development of specialization in professional psychology. The members of CoS are representatives of national organizations representing educators and practitioners of recognized specialties in professional psychology. A major focus of their work is to clarify for the public similarities and differences among specialties, in terms of education, credentialing, and practice emphases.

**OFFICE OF CONTINUING EDUCATION IN PSYCHOLOGY (CEP)**

[www.apa.org/ce](http://www.apa.org/ce)

The Office of Continuing Education in Psychology provides a wide range of continuing professional education opportunities for psychologists through direct delivery of programs and products.

- **APA Annual Convention**  
At the 2004 Convention, 63 workshops were offered, at which the total enrollment was 1,362. The CEP Office also offered CE credit to a total of 155 regular convention sessions in 2004. Additionally, 3 pre-convention workshops were held aboard the cruise ship *Pride of Aloha* on July 20 in co-sponsorship with Divisions 20 and 2 pre-convention workshops were held on July 27 in co-sponsorship with Divisions 13. During Convention, APA held; in conjunction with Tripler Army Medical Center and APA Divisions 38 and 17, the inaugural Clinical Health Psychology Institute at the Tripler Army Medical Center, titled "Integrating Psychological Services into Primary Care Clinics". This conference was designed to:
  - Integrate psychology services into primary care settings
  - Acquire knowledge on how to effectively practice in primary care
  - Obtain an understanding of medical issues, diseases, and lab tests that are relevant to the primary care setting

- Identify quick and easy-to-use psychological evaluation and treatment methods for primary care patients.
  - Explore ways of integrating innovative telehealth applications to improve patient access, treatment, and evaluation.
- The APA Online Academy  
The online academy was introduced November 24, 2003. There are currently two programs representing 18 CE offerings. A new program based on APA's New Ethics Code is in process with expected date of availability by April 2005. An additional program titled "Providing Psychological Services During Traumatic Events" is expected to be available in late 2005.
  - Community Workshops  
In collaboration with the Rhode Island Psychological Association in October 2004, the CEP Office co-sponsored the workshop entitled "Cognitive-Behavior Strategies and Techniques for Revitalizing Non-Sexual Marriage". The CEP Office and the APA Division of Health Psychology are also planning the second Clinical Health Psychology Institute entitled "Women's Health: Clinical Strategies" for April 2005.
  - Independent Study  
In 2004 the CEP Office mailed a newly revised catalog to approximately 35,000 members. Due to marketing efforts, revenue from Independent Study sales continued strong throughout 2004. There were 21 new independent study programs during this period. The office continues to work closely with APA Books to review potential CE material prior to publication.

## ***ENHANCEMENT OF PSYCHOLOGY IN EDUCATION***

### ***Center for Psychology in Schools & Education (CPSE)***

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

The Center for Psychology in Schools and Education promotes the high quality application of psychology to programs and policies for schools and education.

### ***Promoting the Application of Psychological Science to Teaching and Learning in Schools***

- The Other Three R's: Reasoning, Resilience and Responsibility Project  
The Other 3Rs Project, designed to enhance reasoning, resilience and responsibility in 3<sup>rd</sup> grade students as a strategy for improving academic achievement, is currently being piloted in 17 elementary schools in Maryland. A total of 43 3<sup>rd</sup> grade teachers and over 400 students agreed to be part of this pilot. Teachers participate in a 5-session teacher training with lessons that infuse reasoning, resilience and responsibility into the existing 3<sup>rd</sup> grade standards-based

curriculum, concentrating on mathematics. The centerpiece of this training is a new problem-solving model developed by a collaborative of psychological scientists and education practitioners.

- American Psychological Association/Institute of Education Sciences Postdoctoral Education Research Training (APA/IES PERT)  
The \$2 million APA/IES PERT project successfully launched with an Orientation for Fellows in Washington, DC in August 2004. In addition to being placed in high quality training environments with preeminent education researchers, the inaugural group of 13 fellows experience valued added peer learning, including:
  - Periodic face to face check-ins
  - Participation in an active online discussion board to share information and advice
  - Group participation in and presentation at national conferences
  - Additional training through an in depth annual mini-institute scheduled for August 2005.

### **Member Outreach**

- Coalition for Psychology in Schools and Education  
The Coalition has grown to include representatives from 13 divisions, PT@CC, TOPSS, Council of Representatives' Child and Adolescent Caucus, Committee on Psychological Testing and Assessment (CPTA), and the BEA. In December, the Coalition met to review data being collected by a survey to examine teachers' needs for professional development in several areas, including classroom management, instructional skills, classroom diversity, and family outreach. Other issues discussed at the meeting included an online professional development course for Pre-K through 12 teachers on aligning classroom assessment with educational standards. Another major activity discussed at the December meeting included the APA's ongoing development of a model that will be used as a guide to revise APA's *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform (LCPP)*. The model, developed by participants at the 2004 Education Leadership Conference, strives to improve collaboration among psychologists, Pre-K through 12 teachers and school districts. The revised LCPP will then be used as a basis to develop criteria for evaluating the rigor of various assessments used in school improvement designs and the conditions that would allow these assessments to be used rigorously.
- Establishing Connections with Other Organizations  
The National Research Council, American Educational Research Association, the American Psychological Association, and the National Science Foundation hosted a one-day forum on December 14, 2004 to explore the application of multiple social science research methods to educational problems.

### ***Center for Gifted Education Policy (CGEP)***

- Communications  
The CGEP listserv continues to grow with over 400 members to date.
- Collaborations with the Jack Kent Cooke Foundation  
The Jack Kent Cooke Foundation is supporting the development of a special summer program created by CGEP for Jack Kent Cooke Scholars, gifted adolescents from economically disadvantaged families. Six disciplines will be represented – biomedicine, creative writing, theatre, journalism, computer science, and law/policy. Also, CGEP met with representatives of the National Association for Gifted Children and the National Association of Elementary School Principals to begin some joint projects.
- Talent Development Models  
The Young Scholars Social Science Summit (YS4) held at APA modeled for 80 highly able high school students and their teachers from the DC metropolitan area how psychologists, geographers, and historians study and address the problems associated with media persuasion. The keynote speaker was Pulitzer Prize winning Washington Post journalist, Amy Goldstein.
- Presentations  
CGEP was represented during this semi-annual period at the APA convention and the Education Leadership Conference. In addition, CGEP was invited to make keynote presentations at conferences in South Korea, Hungary, New Jersey, and Salt Lake City.

## ***QUALITY ASSURANCE IN EDUCATION AND TRAINING***

### ***CONTINUING EDUCATION SPONSOR APPROVAL SYSTEM***

[www.apa.org/ce/sponsorapproval](http://www.apa.org/ce/sponsorapproval)

The Continuing Education Sponsor Approval System recognizes organizations committed to providing high quality continuing professional education in psychology.

- Sponsor Approval  
The Continuing Professional Education Committee (CPEC) approved 22 new organizations and renewed approval for 102 organizations as sponsors of continuing education at its October 2004 meeting. There are currently 740 APA-approved sponsors.
- Revision of the Sponsor Approval System Criteria  
After several years of review and discussion within CPEC as well as with other governance groups, with the support of those groups the revision of the Sponsor

Approval System criteria was approved by the Board of Directors in December. It will go before Council for approval in February 2005.

**OFFICE OF PROGRAM CONSULTATION & ACCREDITATION (OPCA)**  
[www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The Office of Program Consultation and Accreditation assists the Committee on Accreditation (CoA) in its activities related to the accreditation of doctoral programs, internships, and postdoctoral residencies in professional psychology. This office publishes lists of accredited programs; consults with programs considering application, as well as those already accredited; conducts research to support accreditation; assists with development of guidance documents to support the accreditation process; and represents the CoA at national meetings on accreditation.

- During this reporting period, there were 869 accredited programs in professional psychology (thirteen new programs; four doctoral programs, seven internship programs, and two postdoctoral programs): 369 doctoral programs, 467 internship programs, and 33 postdoctoral residency programs. Twelve of these are in substantive specialty practice areas (Clinical Health, Clinical Neuropsychology, and Rehabilitation Psychology).
- The National Advisory Committee on Institutional Quality and Integrity of the U.S. Department of Education voted for full recognition of the Committee on Accreditation for the next five years with no concerns.
- A site visitor training workshop was held at the APA Convention, and several more are planned for the winter of 2005. The CoA also plans to conduct workshops on how to write a self-study.
- *Guidelines & Principles (G&P)*  
 The CoA is proposing changes to the scope of accreditation, including the elimination of the phrase “emerging substantive areas” in the G&P, and making related changes to G&P language that improve the quality of education and training in professional psychology. The proposed changes can be found at: <http://apaoutside.apa.org/accredsurvey/public>. All comments will be posted online through the commentary period that ends on April 20, 2005. The Committee will review all comments and take final action at the conclusion of the comment period.
- *CoA Online Annual Report*  
 The office completed collection of annual report data from all accredited programs to be made available via the Internet to program directors. The office continues to refine the online submission process for clarity and accuracy.