

**EDUCATION DIRECTORATE
CYNTHIA D. BELAR, PHD
EXECUTIVE DIRECTOR
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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*

**The Executive Review notes highlights of the six month period. For more detailed information please note the page number for the full item description.*

EDUCATION OUTREACH INITIATIVES

- The 2005 Education Leadership Conference (ELC) was held on September 16-19. The conference was *Dialogues on Diversity: Individual, Organizational and Epistemological*. (page 5)
- The Fall/Winter issue of the Education Directorate's newsletter, *The Educator*, was published in January 2006. (page 6)

RECOGNITION OF OUTSTANDING ACHIEVEMENT IN EDUCATION

- At the 2006 APA Annual Convention in New Orleans, the Education and Training Awards Committee will honor Janet E. Helms, Ph.D. and Michael C. Roberts, Ph.D. as co-recipients of the Distinguished Contributions to Education and Training in Psychology Award. (page 7)
- The Board of Educational Affairs (BEA), in collaboration with the Council of Graduate Departments of Psychology (COGDOP) announced the 2006 awards for innovations in graduate education in psychology. It is the Department of Psychology, West Virginia University. (page 7)

GOVERNANCE COMMITTEES AND TASKFORCES

- The Board of Directors Workforce Analysis Study Panel met in November to discuss and develop an action plan on workforce analysis studies in psychology as recommended in the 2004 report authored by the BEA Task Force on Workforce Analysis. (page 7)
- The BEA Task Force on Education and Training in Proficiencies met in October. The purpose of the Task Force is to develop for the BEA recommendations on methods or models by which APA might establish a quality assurance programs for the assessment of continuing professional education and training programs designed to achieve competence in recognized proficiencies of practice or areas of similar nature. (page 8)
- The Zero Tolerance Task Force convened on December 14-15, 2005 in Washington, DC to examine and make recommendations on the development and implementation of Zero Tolerance policies in elementary and secondary schools. (page 8)

EDUCATION ADVOCACY INITIATIVES

- The new Education Advocacy Trust (EdAT) has been soliciting contributions through the APA dues statement and direct communication with individuals who have a stake in psychology's education advocacy agenda. EdAT is now fully operational. (page 8)
- Congress has approved \$3.4 million to fund the new Defense Graduate Psychology Education (D-GPE) Program. (page 9)
- Congress made \$27 million available for the Suicide Prevention Programs authorized under the Garrett Lee Smith Memorial Act. (page 9)
- Approximately 200 psychologists and psychology graduate students participated in the largest advocacy workshop ever held during the APA Convention in Washington, DC in August 2005. (page 10)

DIRECTORATE PROGRAMS IN EDUCATION

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

- On December 16-18, 2005, the Coalition for Psychology in the Schools and Education (Coalition) convened for its biannual meeting at the American Psychological Association in Washington, D.C. (page 11)

- APA's Teachers' Needs Survey, which is available at <http://surveys.apa.org/ed/teacherneeds2>, is gathering information about teachers' perceptions of the need for professional development in several areas, including classroom management, instructional practices, classroom diversity, family outreach, and other teaching skills and knowledge informed by psychological science. (page 12)
- The Task Force to Revise the Learner-Centered Principles (LCPP) convened October 24-26, 2005 in Washington, DC to examine how each of the factors and sub-factors from the LCPP relates to learning and teaching. (page 12)

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

- The Undergraduate Psychology Database has been updated to include information regarding the structure of the psychology major, physical resources, and demographic data. (page 17)
- The APA Psychology Department Program 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. (page 17)
- The Office of Precollege and Undergraduate Education worked intensively this fall to launch the new Online Psychology Laboratory (OPL). (page 16)
- The Office of Graduate and Postgraduate Education and Training (GPET), the Society for the Teaching of Psychology (STP: APA Division 2), and the American Psychological Association of Graduate Students (APAGS), co-sponsored a successful two-day pre-convention workshop at the APA Convention on the topic, "Preparing to Teach in Psychology." (page 18)
- The University of New Hampshire (UNH), with support from the GPET, offered a six-week on-line course for graduate students entitled, GRAD 980: Preparing to Teach a Psychology Course, June 1-July 22, 2005. (page 18)
- The Education Directorate continues to support the work of the BEA in awarding block grants for conferences/workshops related to undergraduate, graduate, and postdoctoral education and training in psychology. (page 19)
- During the 2005 APA Convention, the Continuing Education in Psychology (CEP) Office offered 55 workshops along with 208 regular convention sessions offering CE credit. (page 20)

- The Continuing Education in Psychology Office launched the newly revised Ethics Code, entitled *APA's Ethics Code: An Introduction and Overview*. (page 20)

QUALITY ASSURANCE IN EDUCATION AND TRAINING

- The Continuing Education Committee (CPEC) approved 23 new organizations and renewed approval for 50 organizations as sponsors of continuing education at its September 2005 meeting. (page 22)
- During this reporting period, there were 875 accredited programs in professional psychology (11 new programs: one doctoral program, five internship programs, and five postdoctoral programs). (page 22)
- The CoA voted during its July meeting to adopt an update to the definition of diversity in the *Guidelines and Principles for Accreditation* for consistency with the APA Code of Ethics. (page 22)
- The Committee on Accreditation (CoA) completed its annual reaffirmation of accredited programs and held its annual elections for the CoA Chair and Associate Chair. For 2006, Celiane Rey-Casserly, Ph.D. was elected as CoA Chair and LeAdelle Phelps, Ph.D. was elected Associate Chair. (page 23)
- The CoA approved Implementing Regulation E1-7, relating to the use of “Quick Reference Guides” in the course of program review. (page 23)
- The CoA voted to accept and endorse in principle the final Accreditation Summit report. (page 23)

EDUCATION OUTREACH INITIATIVES

- **The 2005 Education Leadership Conference**

The 2005 Education Leadership Conference (ELC) was held on September 16-19. The conference, the theme of which was *Dialogues on Diversity: Individual, Organizational and Epistemological*, was attended by more than 140 leaders in psychology education representing 67 groups and organizations, including the psychology education and training councils, regional psychology associations, ethnic minority psychology associations, and APA boards, committees, and Divisions.

ELC participants had the opportunity to hear from recognized experts in the field who address different aspects of diversity. Some of the presenters and topics addressed at ELC 2005 include:

- **Epistemological Diversity in Psychology**
 - Jill Morawski, PhD**, History of the Discipline: Epistemological Roots
 - Roger Peterson, PhD**, Cultures in Education and Training
 - Steve Hollon, PhD**, Evidence-based practice: Case Study in Epistemological Dialogue
 - Mary Brabeck, PhD**, Teaching and Learning Paradigms: Epistemological Differences
- **Individual Diversity**
 - Luis Vargas, PhD**, Epistemology, Individual Diversity, and the Elusive Concept of Culture
 - Donna Mertens, PhD**, Research Strategies for Studying Diverse Populations
 - Janel Gauthier, PhD**, Teaching Ethics in the Context of Individual and Cultural Diversity
 - A. Toy Caldwell-Colbert, PhD**, Implications for Curriculum Development and Difficult Dialogues

ELC participants also discussed these issues in both the large group and smaller breakout groups. During the first set of breakout groups participants received experiential training on how to productively address difficult dialogues on diversity. A second set of breakout groups began to address a number of interorganizational relationships within the psychology education and training community.

Finally, the ELC was a major opportunity to advance APA's education advocacy agenda. ELC participants received training on how to impact federal legislation through the media and direct lobbying of Members of Congress. Approximately 75 APA Members went to Capitol Hill to lobby for continued support of the Graduate Psychology Education program. ELC participants also had the opportunity to hear from and meet Congressman Jesse Jackson, Jr., the guest of honor at an ELC reception.

The 5th Annual ELC will be held on September 16-19, 2006.

Communications

- Web Projects
 - Staff began the first phase of redesign for the Education Directorate website. This phase includes a full site audit, usability research, web traffic data analysis, and beta model design testing.
 - Staff continued its redesign work on the Civic Engagement and Service Learning (CESL) website located at: <http://www.apa.org/ed/slce/home.html>
 - Staff redesigned the Other 3 Rs: Reasoning, Resilience, and Responsibility webpage to improve visitor usability. This site is available at: <http://www.apa.org/ed/cpse/threershome.html>
 - Staff created an interactive brochure highlighting fellows of the APA/Institute of Education Sciences' Postdoctoral Education Research Training Program (APA/IES PERT) available at: http://www2.apa.org/ed/apaiies_pertfellows.html
 - Staff produced a multimedia with permission from the American Association of Colleges for Teacher Education (AACTE) Annual Meeting session, *How to Build a Scientifically Based Flexner Report for Teacher Education*. This presentation can be viewed at: http://multimedia.apa.org/education/aacte2005/flexner_files/Default.htm
 - Staff created the web version of the APA *National Standards for High School Psychology Curricula* for the Teachers of Psychology in Secondary Schools (TOPSS). This is available at: <http://www.apa.org/ed/natlstandards.html>. Additionally, staff created the TOPSS Speakers Bureau resource to aid high school and community college teachers in search of local psychologists who are available to visit psychology classrooms to speak with students. The Speakers Bureau is available at: <http://www.apa.org/ed/topss/speakerbureau.html>
 - In response to hurricane Katrina, staff deployed a web resource for the education community.
- Staff designed and coordinated production of the Fall/Winter 2005-06 edition of the Education Directorate newsletter: *the Educator*. (<http://www.apa.org/ed/educatorFall05.pdf>).
- Staff assisted TOPSS in the creation of the new CD-ROM unit lesson plan: *Stress and Health Promotion*.
- Staff worked with the Education Public Policy Office to produce a new informational brochure for the Federal Education Advocacy Coordinators Grassroots Network (FEDAC).

RECOGNITION OF OUTSTANDING ACHIEVEMENT IN EDUCATION

- The Education and Training Awards Committee selected Janet E. Helms, Ph.D. and Michael C. Roberts, Ph.D. as co-recipients of the Distinguished Contributions to Education and Training in Psychology Award. The Committee did not award the Distinguished Contributions of Applications of Psychology to Education and Training Award. All Awards will be presented at the APA/APF Awards Ceremony at the 2006 APA Convention in New Orleans.
- The Office of Graduate and Postgraduate Education and Training (GPET) supported the work of the Board of Educational Affairs (BEA) annual award committee for innovative practices in graduate education. The award is given in collaboration with the Council of Graduate Departments of Psychology (COGDOP). Applicants for the award are judged on the basis of the following criteria: a) an innovation that is distinctive, forward-looking, and creative, b) useful as a model for implementation by other departments, c) its impact on the discipline, and c) the method for assessing the quality and impact of the innovation.

The 2005 Award for Innovative Practices in Graduate Education was awarded to the Department of Psychology, West Virginia University for the implementation of its Junior Colleague Model preparing graduate students over a four-year period to become independent scholars, teachers, and/or practitioners of the discipline. Professional knowledge is developed through structured didactic and experiential learning for future academic roles in teaching, research, and service. Tied for honorable mention recognition in 2005 were the following two departments: a) Department of Psychology, University of Maryland, Baltimore County, and b) the Department of Counseling Psychology, University of Wisconsin. Formal recognition of these awards is given at the Annual Meeting of COGDOP held in February 2006.

GOVERNANCE COMMITTEES AND TASKFORCES

- Board of Directors (BoD) Workforce Analysis Study Panel
The Board of Directors Workforce Analysis Study Panel met in November to discuss and develop an action plan on workforce analysis studies in psychology as recommended in the 2004 report authored by the BEA Task Force on Workforce Analysis. The Study Panel is chaired by a member of the BoD, and includes representation 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 Commission for the Advancement of Professional Psychology (CAPP). Also, the study panel includes two members at large with expertise in workforce analysis, also appointed by the Board of Directors. The Study Panel will forward a report, with recommendations, to the Board of Directors in February 2006.

- BEA Task Force on Education and Training in Proficiencies
The BEA Task Force on Education and Training in Proficiencies met in October. The purpose of the Task Force is to develop for the BEA recommendations on methods or models by which APA might establish a quality assurance program for the assessment of continuing professional education and training programs designed to achieve competence in recognized proficiencies of practice or areas of similar nature. The Task Force, appointed in July 2004 with approval of the Board of Directors, is comprised of seven members with representation from the BEA, CAPP, BPA, BSA, the BAPPI, the Continuing Professional Education Committee (CPEC), and the Commission on Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). The product of the Task Force will be a report to be submitted to the BEA in spring 2006.
- The Board of Directors Task Force on the Impact of Elementary and Secondary School Zero Tolerance Policies
The Zero Tolerance Task Force convened on December 14-15, 2005 in Washington, DC to examine and make recommendations on the development and implementation of Zero Tolerance policies in elementary and secondary schools. During this meeting, participants examined issues related to ethics and diversity in the implementation of Zero Tolerance policies, and prepared a report and set of executive recommendations for legislative action, including the need for alternatives to Zero Tolerance policies such as threat assessment, restorative justice, and preventive measures that reconnect alienated students to schools; systematic prospective studies on the outcomes of children who are suspended or expelled from schools due to Zero Tolerance policies, including follow-up and monitoring functions; training for teachers in culturally-sensitive pedagogy and behavior management; and systematic efficacy research, including quasi-experimental designs to compare outcomes of programs with and without Zero Tolerance policies. The report and executive summary will be submitted to the Board of Directors in February 2006 in preparation for the April 2006 Consolidated meetings cross cutting agenda.

EDUCATION ADVOCACY INITIATIVES

Education Advocacy Trust

www.apaedat.org

- The Education Advocacy Trust (EdAT) has been soliciting contributions through the APA dues statement and direct communication with individuals with a stake in psychology's education advocacy agenda. EdAT is now fully operational.

At its June 2005 meeting, under the authority of the APAPO By-Laws, the APAPO Board of Directors approved the establishment of a grantor trust, the Education Advocacy Trust (EdAT). The EdAT is a legal structure within the American Psychological Association's companion organization, the American Psychological Association Practice Organization (APAPO) -- a 501(c)(6) tax

status organization. The mission of the EdAT is to promote the mutual professional interests of psychologists in advancing education in psychology and psychology's role in other areas of education through advocacy activities that cannot be conducted legally within the APA, an organization that is tax exempt pursuant to Section 501(c)(3) of the Internal Revenue Code.

More information on the EdAT is available at www.apaedat.org.

Education Public Policy Office

www.apa.org/ppo/edppo.html

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

- **Defense Graduate Psychology (D-GPE) Education Program**
Congress has approved \$3.4 million to fund the new Defense Graduate Psychology Education (D-GPE) Program, which is designed to address the growing mental and behavioral health needs of returning service members and their families (e.g. post traumatic stress disorder, severe medical injury, and family reintegration). Funds will support: a Washington DC based Center for Deployment Psychology (CDP) and satellite sites throughout the nation that will offer multiple types of training opportunities to military interns and psychologists as well as civilian interns and psychologists.
- **Graduate Psychology (GPE) Education Program**
Congress saved the Graduate Psychology Education (GPE) Program but reduced its funding from \$4.5 million to \$2 million eliminating the separate stream of funding for the geropsychology training grants. Twenty GPE grants nationwide will be continued. Many of the other Bureau of Health Profession education and training programs were eliminated including the three for geriatric health training and the one for rural health training and all those that remained, except for nursing, were reduced by more than half.
- **Garrett Lee Smith Memorial Act**
Congress made \$27 million available for the Suicide Prevention Programs authorized under the Garrett Lee Smith Memorial Act. Of this amount, the Mental and Behavioral Health Services on Campus program will receive \$5 million in FY'06. This represents a significant increase from the level of \$1.5 million approved in Fiscal Year 2005. SAMHSA recently awarded grants to 22 institutions of higher education for this program. There will be a new grant competition this spring for FY'06 in which both college counseling centers and psychology training centers are eligible to apply.
- **Advocacy Training**
As in past years, participants of the 2005 Education Leadership Conference in September 2005 visited the offices of their Congressional delegation. Over seventy psychologists and psychology graduate students urged their Members of

Congress to support the GPE Program at no less than \$4.5 million and enact the Child Health Care Crisis Relief Act (to increase the number child and adolescent mental health professionals). In addition to over 120 hill visits, there was a reception held in honor of Congressman Jesse Jackson, Jr. (D-IL), member of the powerful House Appropriations Labor-Health & Human Services-Education Subcommittee. Also recognized at this year's ELC were Education Advocacy Distinguished Service Award winners Louise Douce, PhD and Jeff Baker, PhD. In addition, the Distinguished Congressional Staff was awarded to Adrienne Hallett, staff of Senator Harkin (D-IA) of the Senator Labor, Health and Human Services-Education Appropriations Subcommittee and Pat Souders, Chief of Staff to Senator Durbin (D-IL), the Senate Minority Whip for their support of the GPE Program.

Approximately 200 psychologists and psychology graduate students participated in the largest advocacy workshop ever held during the APA Convention in Washington, DC in August 2005. The workshop was led by the Education PPO in collaboration with Public Interest PPO, Science PPO and the APA Graduate Students Office. The workshop included a full day of training followed by hill visits. Also, Rear Admiral Donald Weaver, M.D., Assistant Surgeon General and Deputy Associate Administrator for the Bureau of Primary Health Care, the keynote speaker at the Education Advocacy Breakfast, spoke about the \$2 billion federal Community Health Center (CHC) Program and its role in addressing the health care needs, including mental and behavioral health, of our nation's underserved populations. In addition, there was a panel discussion of invited officials from the Bureau of Health Professions (BHP) about different grant and loan repayment programs (i.e., Graduate Psychology Education Program, National Health Service Corps, Quentin Burdick Rural Health Program, and the Geriatric Education Center Program) offered by the BHP for which psychologists are eligible and encouraged to apply.

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

Center for Psychology in Schools & Education (CPSE)

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

- ***Online Academy***

The APA launched an Online Academy through which CPSE will offer a course on clinical teaching skills for pre- and in-service educators on classroom management. The course, which is being developed by Dr. Russell Skiba from the University of Indiana's Center for Evaluation and Education Policy, will include facts, research, readings, problem vignettes with practice simulations, and an

assessment section. Beyond the core course, the Center's Coalition for Psychology in Schools and Education (Coalition) will serve as an advisory to this project, and will also assist in having the project piloted. The course will be available on APA's Online Academy website in the spring of 2006.

- Scientific Basis for Educational Productivity
The Mid Atlantic Regional Laboratory, and the APA Center for Psychology in Schools co-edited a volume entitled, *The Scientific Basis for Educational Productivity*. Over the course of the last six months, CPSE has completed the final chapter edits and submitted the galleys of the manuscript to the publisher, Information Age.
- Optimizing Student Success with the Other Three Rs: Reasoning, Resilience and Responsibility
During the fall of 2005, CPSE reviewed the galleys for this edited volume that emerged from one of past APA president Robert J. Sternberg's key initiatives. The volume should appear in early 2006 from publisher Information Age.

APA/Institute of Educational Sciences/Postdoctoral Education Research Training (IES/PERT)

On August 14-17, 2005 CPSE hosted a mini-institute for the 13 PERT fellows with an emphasis on grant writing, federal grant proposal development, education research policy and career advice. Speakers consisted of many leaders in the field of education research, offering the fellows networking opportunities beyond the training content. Evaluation results show that the institute was highly valued by the fellows. Conducting the institute also advanced the goal of developing a community of scholars where fellows share complementary skills sets and knowledge, work together on group collaborative projects and presentations, as well as exchange ideas regarding research design and methodologies. PERT will hold the second institute in January with an emphasis on professional development. The institute commenced with a reception including speakers Ron Levant, President of the APA, and Grover J. Russ Whitehurst, Director of IES.

Member Outreach

- 2005 December Coalition for Psychology in Schools and Education Meeting
On December 16-18, 2005, the Coalition convened for its biannual meeting at APA in Washington, D.C. Formed by the APA Education Directorate in 2002, the Coalition provides psychologists with an integral role in the ongoing national debate regarding pre-K-12 education policy. In addition to improving the quality of PK-12 education through the application of psychological science, the Coalition strives to promote collaboration among APA divisions and various interest groups and affiliates who are working to enhance education and teacher training for children, youth and families. The Coalition currently includes representatives from 12 divisions and six affiliate groups, The Coalition met to advance a number of critical initiatives, including ways for psychologists to help implement evidence-based practices under the 2007 Reauthorization of the No

Child Left Behind Act (NCLB). The federal education law promotes greater accountability, teacher quality and student assessment—all areas where psychologists have expertise. The Coalition continues to play a key role in applying psychological research that relates to NCLB's provisions on assessment, child and youth development, and teaching and learning, including the expansion and improvement of school-based mental health services and teacher quality. Specifically, Coalition members will continue to spearhead innovative teacher preparation practices and professional development, including the clinical application of the “standardized patient” medical model in interventions that enhance teachers’ awareness and capacity to work with families and caregivers. Through APA’s Online Academy continuing education series, teachers will be offered methods to help parents and school professionals with a wide array of student behaviors. Through the development of a comprehensive education research agenda, the Coalition will also continue to sustain the exchange of knowledge on the applications of psychological science to teaching and learning among psychologists.

- Teachers' Needs Survey
APA's Teachers' Needs Survey, which is available at <http://surveys.apa.org/ed/teacherneeds2/>, is gathering information about teachers' perceptions of the need for professional development in several areas, including classroom management, instructional practices, classroom diversity, family outreach, and other teaching skills and knowledge informed by psychological science. The Coalition is seeking a national representative sample of 1000 teachers from urban, suburban and rural schools. As of January 2006, the Coalition has received data from 630 surveys. APA’s Online Academy will provide a number of professional development modules for PK-12 teachers based on the results of APA’s Teachers’ Needs survey. The Coalition will also use the survey results to help inform public policy, including the reauthorization of the No Child Left Behind Act. The American Federation of Teachers, the National Educational Association, the National Science Teachers Association, and the National Council for the Social Studies have posted the survey link on their national websites.
- Council Task Force to Revise the Learner-Centered Principles (LCPP)
The Task Force convened October 24-26, 2005 in Washington, DC to examine how each of the factors and sub-factors from the LCPP relates to learning and teaching. For each factor and sub-factor, the Task Force identified what psychologists know, how we know it, and what we still need to know as it relates to teaching and learning. Specifically, participants discussed the evidence of teaching practices that enhance learning during pre-school, elementary school (grades K-5), middle school (grades 6-8) and high school (grades 9-12). Participants also examined how learning is influenced by the critical contexts of family, school, community and individual differences. The Task Force is in the process of developing a set of recommendations on how the science of learning can inform teaching and help achieve desired student outcomes.

- Working Group on the Standardized Patient Project
 Members of the Coalition Working Group on the Standardized Patient Project, including Drs. Marc Atkins, Mary Brabeck, Cindy Carlson, and Rena Subotnik, met December 19-20, 2005 at New York University to discuss the application of the “standardized patient” medical model in interventions that enhance teachers’ awareness and capacity to work with families and caregivers, and to develop a proposal for funding. The medical community has been employing the standardized patient assessment technique in order to improve clinical skills for over 20 years. The standardized patient refers to using actors to simulate patients needing physicals, check ups, or other consultations. Medical students and candidates for medical licenses are filmed interacting with the standardized patient. All candidates encounter the same stimulus and their responses can be compared, and supervisors can observe the encounters unobtrusively and provide feedback. After the encounter, the "patients" provide feedback to the candidates with regard to how the candidates performed. As a result, the candidates get to practice clinical skills in simulated high stakes situations without the possibility of harming patients. The most appropriate application for teachers appears to be in the realm of teacher-parent/guardian communication. Teachers of Psychology in Secondary Schools members will help generate five or six one-paragraph scenarios of typical difficult dialogues that secondary level teachers have with parents. These scenarios could be very helpful to the Working Group’s efforts to pilot a project at one or two sites.
- 2005 Educational Leadership Conference
 On September 18, 2005, Mary Brabeck and Cynthia Hudley co-chaired the Educational Leadership Conference Psychology and Education breakout group. At the meeting, participants were asked to identify elements that foster—as well as hinder—collaboration between psychologists in schools of education and in departments of psychology with regard to the preparation of teachers, school psychologists, and education researchers. Potential areas of collaboration included improved research training for teachers; collaborative training for practitioners, school psychologists, teachers and other education professionals; and translational communication for practitioners, school psychologists and teachers on relevant evidence-based research available through a wider array of credible sources. Participants agreed that a range of priority areas warranted further discussion and analysis, including identifying how psychology is perceived in education and how education is perceived in psychology; observing how the power structure in academia hinders the faculty development of products that are accessible to teachers; and addressing the stigma associated with education research.
- Multiple Methods of Educational Research
 In December, 2004, a collaborative composed of CPSE, the National Research Council's Education Office, the Education Directorate of the National Science Foundation, and the American Educational Research Association, conducted a forum attended by over 150 researchers seeking expert advice on conducting

more sophisticated research methods and designs needed to address complex educational issues. In the last six months, CPSE has spearheaded the development of a matrix that the collaborative hopes to promote to new researchers and to policy makers. In addition, CPSE worked with the NRC to offer CE credits for those wishing to review the transcripts from the forum.

Center for Gifted Education Policy (CGEP)

- STEM Talent Development

A collaborative composed of CPSE, the National Research Council's Education Office, the Education Directorate of the National Science Foundation, the National Council on Teaching and America's Future, and the US Department of Education was established this fall to promote a policy agenda focused on the development of our nation's science, mathematics, and engineering talent in children and adolescents. Many groups have taken a stand on this issue, but thus far no real initiatives have emerged from those initiatives. Our collaborative is seeking matching grants to one offered by the NSF, to examining what is currently available to outstanding young scientists in a few communities and how such activities could be promoted more widely.

- APF Sponsored Scholar Forum

On December 12, 2005, in an effort to build bridges between psychologists and researchers in giftedness and talent, CGEP collaborated with Dr. Frances Horowitz, President of the Graduate Center of the City University of New York (CUNY), and Dr. Dona Matthews, Director of Hunter College's Center for Gifted Studies and Education, on a Scholar Forum held in New York City. The goal was to consider how developmental psychologists account for giftedness in their research. With funds from the American Psychological Foundation, four papers were commissioned from research psychologists specializing in specific stages of human development: University of Kansas' John Colombo (early childhood), Pennsylvania State University's Lynn Liben (childhood), UCLA's Sandra Graham (Adolescence), and UCLA's James Birren (Adulthood). Five psychologists specializing in gifted children responded to the commissioned papers: California State University-Northridge's Adele Gottfried and California State University-Fullerton's Allen Gottfried (early childhood), Boston College's Ellen Winner (childhood), Cal-Berkeley's Frank Worrell (adolescence), and University of Michigan's Daniel Keating (adulthood). Developmental psychologists had 15 minutes to draw the group's attention to the key features of their papers. Respondents had 25 minutes to discuss their respective papers. The day was filled with active dialogue wherein scholars in different fields could further knowledge and find common interests and goals through dialogue and debate. Papers, responses, and highlights of the conference discussion will be organized into a book, most likely to be published by APA.

- Continuing Education at the National Association for Gifted Children Convention

During the week of November 7, 2005, the CGEP actively participated in the National Association for Gifted Children (NAGC) conference in Louisville,

Kentucky. Working with the APA Director of Continuing Education Programs and with NAGC staff, CGEP provided APA Continuing Education credits at a host of sessions throughout the NAGC conference. Additionally, CGEP Director Rena Subotnik chaired a panel of psychologists at the NAGC conference discussing the effectiveness of non-verbal tests.

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

Office of Precollege and Undergraduate Education (PCUE)

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

- The APA Teachers of Psychology in Secondary Schools (TOPSS) held two workshops for high school psychology teachers in October, one in New Haven, CT, and one in San Francisco, CA.
- 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 Best Practices Conference.
- The APA Education Directorate, with support from the Membership Office, sponsored an exhibit booth at the 2005 National Council for the Social Studies (NCSS) annual conference held November 17-20 in Kansas City, MO. The NCSS Annual Conference is the premier professional development event for the social studies community, bringing together thousands of educators from the United States and across the globe. Over 4,000 social studies teachers attended the 2006 conference. Information provided at the APA Booth included information about APA TOPSS, APA books and journals, and materials from the Office of Ethnic Minority Affairs. The APA exhibit was one of the only booths representing psychology at the conference.
- TOPSS and PT@CC Committee Meetings
The TOPSS and PT@CC Committees met on the weekend of September 30-October 2, 2005 during the Fall Consolidated meetings in Reston, VA.
- TOPSS continued developing 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.

- The Ethnic Minority Recruiting Project aims to expose minority high school students to career options in psychology, and to encourage and motivate these students to consider pursuing psychology as a career. The project was designed to facilitate meetings with minority high school students and minority two- and four-year college students and faculty, and with local minority psychologists. Information on the project can be found at http://www.apa.org/ed/topss/minority_recruit.html. TOPSS is collaborating with PT@CC and the APA Membership Office on this project.
- The TOPSS Speakers Bureau lists over 100 psychologists who are interested in speaking with high school and community college psychology students about their careers and interests in psychology. Teachers can find and contact speakers according to location and speaking topics. The Speakers Bureau listing is available at <http://www.apa.org/ed/topss/speakerbureau.html>.

Publications

- A unit lesson plan on Stress, Coping, and Health Promotion was published late this year. Additional unit lesson plans are being developed. The existing 15 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 Psychology Teacher Network quarterly newsletter is distributed to all APA High School Teacher Affiliates, Community College Teacher Affiliates, and subscribers.

Precollege Initiatives

- National Standards for High School Psychology Curricula
In August 2005, the APA Council of Representatives approved revisions to the APA National Standards for High School Psychology Curricula. The purpose of the National Standards is to provide guidance for high school psychology teachers, or others responsible for development of psychology curriculum at the secondary school level, so as to promote quality instruction of psychology as a scientific discipline. The National Standards were originally adopted as APA policy in 1999; the 2005 revision reflects advances in the field and updates in content. The revision process began in 2001 and involved input from APA governance groups, including APA Boards, Committees, Divisions, and Directorates. The document can be found online at <http://www.apa.org/ed/natlstandards.html>.

Two and Four-Year College Initiatives

- APA Online Psychology Laboratory (OPL)
The Online Psychology Laboratory (OPL) became available September 1, 2005. OPL is the only online psychology laboratory with comprehensive instructional support. It features 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. For information, visit OPL on the Web at <http://opl.apa.org>.

- Profiles of Undergraduate Programs in Psychology
For the last several years (2003-2005), the Education Directorate has been collecting a comprehensive set of data about undergraduate psychology programs and faculty. Information describing characteristics of faculty, along with curriculum information, is now being offered for the first time by APA in a report on Profiles of Undergraduate Programs in Psychology at http://www.apa.org/ed/pcue/profiles_intro.html.
- Internationalizing the Curriculum
Maureen McCarthy, PhD, and Judith Torney-Purta, PhD, participated in an American Council on Education (ACE) meeting to make a presentation about their work on the “Internationalizing the Curriculum Project.” Through financial support provided by the Carnegie Foundation, ACE has worked to coordinate this initiative as a means to promote the internationalization of undergraduate teaching and learning at U.S. colleges and universities through collaboration with five disciplinary associations: the Association of American Geographers, the American Historical Association, the American Political Science Association, and the American Psychological Association.
- APA Psychology Teachers at Community Colleges (PT@CC) Growth
PT@CC continued its outreach to community college psychology faculty and students. Since its founding in 2003, more than 700 psychology teachers at two-year colleges have joined PT@CC as APA Community College Teacher Affiliates, in addition to approximately 190 APA members at community colleges are also participating in the programs and activities sponsored by APA PT@CC.
- APA Psychology Department Program
The APA Psychology Department Program (PDP) was offered for a second year to provide access to the APA’s many teaching and advising publications as well as subscriptions to APA magazines and newsletters. Brochures announcing new benefits of the program were mailed in August 2005 to undergraduate psychology programs at two- and four-year colleges. Now in its second year, the Psychology Department Program provides another means of outreach and support to the undergraduate community. More details about the APA Psychology Department Program appear on the Web at: <http://www.apa.org/ed/pcue/psydeptprog.html>.

Office of Graduate & Postgraduate Education & Training (GPET)
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.

- APA Convention 2005- Developing Teachers of Psychology Workshop:
The Education Directorate, the Society for the Teaching of Psychology (STP: APA Division 2), and the American Psychological Association of Graduate Students (APAGS), co-sponsored a successful two-day pre-convention workshop at the APA Convention on the topic, "Preparing to Teach in Psychology." The workshop, held August 16-17, targeted graduate students contemplating an academic career and early career psychologists currently teaching. There were thirty-four (34) participants representing academic institutions throughout the United States, including the University of Miami, Temple University, Ohio University, the University of Kansas, and American University, to name a few. Participants were given the opportunity to evaluate the presenters following the workshop. Positive comments reflected the comprehensive approach and materials provided to the participants, the interaction of the presenters, and the opportunity for small group discussions on teaching philosophies and assessment techniques.

Workshop presenters were Drs. James Korn (St. Louis University), Tom McGovern (Arizona State University), Barbara Nodine (Arcadia University), and Cecilia Shore (Miami University of Ohio). Topics covered by the presenters included: a) developing a philosophy of teaching; b) pedagogical guidelines for lectures and classroom group discussions; c) assessment and evaluation of teaching methods, d) preparing for varied faculty responsibilities, and e) information related to preparing future faculty programs.

- Preparing Future Faculty
The University of New Hampshire (UNH), with support from the Education Directorate, offered a six-week on-line course entitled, GRAD 980: Preparing to Teach a Psychology Course, June 1-July 22, 2005. Thirty-three (33) students participated in the course, including doctoral and master's students, and one current teacher of psychology. Those interested in more information about GRAD 980: Preparing to Teach a Psychology Course should visit the website of the University of New Hampshire, Center for Teaching Excellence at <http://unh.edu/teaching-excellence/>.
- Mentoring
Under the leadership of Dr. Lucia Gilbert, a conference on the theme Cross-generational mentoring: Ethics, Feminist Principles, and Career Development, took place at the University of Texas at Austin, in June 2005. Its focus was on mentoring women and students of color for academic careers. Approximately 50 participants engaged in a series of small group discussions. Among the presenters at the conference were Dr. Melba Vasquez and Dr. Cynthia de las Fuentes, both national leaders in psychology and among the many doctoral students mentored by Dr. Gilbert.

- Project L/EARN
Project L/EARN is a mental health research mentoring and training program sponsored by Rutgers University faculty at that university's Institute for Health, Health Care Policy and Aging Research, directed by Dr. David Mechanic. A one-day conference, held in August 2005, celebrated the 15th anniversary of this summer program with presentations by its current students and alumni. The ten-week summer program is designed to provide research skills in the social and behavioral sciences to undergraduate students of color, with the hope of encouraging them to pursue graduate work in various mental health research and policy fields. It is supported in funding by the National Institutes of Mental Health (NIMH). According to Dr. Peter Guarnaccia, Faculty Director of Project L/EARN, approximately one-third of participants in the program are psychology majors who go on to graduate programs in psychology.

Support of Graduate Education and Training Block Grants

- Small Block Grant Awards
The office continues to support the work of the Board of Educational Affairs (BEA) and the awarding of block grants for conferences/workshops related to graduate and postdoctoral education and training in psychology. At the November BEA meeting, the BEA awarded grants for conferences and workshops that focus on the following: a) the practitioner-scholar training model for counseling psychology, b) consultee-centered consultation as a deliver system for evidence-based practice, c) utilization of clinical-based knowledge to support prevention initiatives in Haitian communities, d) training in professional clinical geropsychology, and e) mentoring for students and early career psychologists in pediatric psychology.

General and Specialty Education Initiatives in Professional Psychology

- Council of Specialties (CoS)
Staff attended and supported the work of a meeting of the Council of Specialties (CoS) in November. The Council is comprised of synarchy representatives from twelve recognized psychology specialties, and meetings of the CoS provide an opportunity for the discussion of issues common to the development, education, training, credentialing, and practice of the specialties in professional psychology. Topics of discussion at the November meeting centered on issues related to the quality of education and training in the specialties.
- Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP):
CRSPPP completed its review of several petitions in 2005 and at its August meeting, the Council of Representatives accepted the recommendations of CRSPPP and approved continued recognition of clinical, clinical child, counseling and school psychology as specialties in professional psychology. In addition, the council approved continued recognition of biofeedback applied psychology as a proficiency in professional psychology.

- Council of Chairs of Training Councils (CCTC)
Staff attended and supported the Council of Chairs of Training Councils (CCTC) meeting held in conjunction with the APA Fall Consolidated meetings. The mission of CCTC is to provide a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology. Principle topics of the November meeting centered on: a) the June 2006 Report of the APA Board of Directors Work Group on the Recommendations of the Commission on Education and Training Leading to Licensure, and b) recommendations to the Board of Educational Affairs (BEA) for a conference of the education and training communities related to best practices across levels of education and training in psychology.

OFFICE OF CONTINUING EDUCATION IN PSYCHOLOGY (CEP)
www.apa.org/ce

The Office of Continuing Education in Psychology provides a wide range of continuing education opportunities for psychologists through direct delivery of programs and products. In August, Heather Alderman was hired as the new Director of Continuing Education and Professional Development. With new leadership, the CEP Office will be creating a plan to review and expand existing programs and look into new endeavors. A needs assessment of a cross-section of the APA membership will be fielded in February 2006 and the results of this data will help guide future plans for the office.

- 2005 APA Annual Convention
During the 2005 APA Convention, the CEP Office offered 55 workshops along with 208 regular convention sessions offering CE credit. The CEP Office offered 3 pre-convention workshops; one in co-sponsorship with APA's Division 20 (Adult Development and Aging). A total of 60 workshops have been accepted for the 2006 APA Convention in New Orleans, and approximately 150 CE sessions will be offered.
- The APA Online Academy
After its launch in June, the newly revised Ethics Code, entitled APA's *Ethics Code: An Introduction and Overview*, has been purchased by 76 individuals. The program can be accessed via the APA Online Academy at <http://www.apa.org/ce>. The CEP Office is collaborating with Abe Wolf, newly elected President of Division 29 (Psychotherapy), on an article and exam entitled "Evidence Based Psychotherapy Relationships" and presentations from selected CE Workshops that will be available for viewing and CE credit.
- National Association for Gifted Children (NAGC)
In November 2005, the CEP Office sponsored eight CE sessions at the National Association for Gifted Children annual convention in collaboration with the Center for Gifted Education Policy. After a successful first-time joint venture, the two offices plan to collaborate again at next year's annual conference.

- Clinical Health Psychology Institute
Staff is coordinating the third annual Clinical Health Psychology Institute to be held on August 9, the day prior to the start of the APA Annual Convention in New Orleans. The workshop, entitled “Expanding Psychology Practice to Primary Health Care: Evidence, Skills, and Issues” will allow participants to earn 9 CE credits while focusing on one of two tracks: 1) Those practicing in non-psychiatric medical settings or who receive frequent referrals from primary care who want to update skills and knowledge and; 2) Those who are interested in or who are just beginning to practice in medical settings and need strategies and skills to successfully practice in those settings.
Expert presenters will include:

Alexander Blount, Ed.D., Professor of Clinical Family Medicine, University of Massachusetts Medical School, Chair;

William B. Gunn Jr., PhD, Director of Primary Care Behavioral Health, Associate Clinical Professor of Family Medicine, Concord Hospital;

Christopher L. Hunter, Ph.D., Primary Care Behavioral Health Consultant, Flight Commander, Behavioral Health Flight, Bolling Medical Clinic, Bolling Air Force Base;

Arlene Katz, Ph.D., Instructor, Department of Social Medicine, Harvard School of Medicine;

Rodger S. Kessler, Ph.D., Clinical Health Psychologist, Berlin Family Health, Fletcher Allen Healthcare;

Susan H McDaniel, Ph.D., Professor of Psychiatry & Family Medicine, Associate Chair, Department of Family Medicine, Director, Wynne Center for Family Research, University of Rochester School of Medicine & Dentistry;

Barry Nierenberg, Ph.D., Director, Behavioral Medicine, Department of Family Medicine, Miller School of Medicine, University of Miami;

Beverly Elaine Thorn, Ph.D., Professor and Director of Clinical Psychology, The University of Alabama.

As in previous years, the Institute is a collaborative effort between APA CEP and APA Division of Health Psychology (Div 38).

- Independent Study
In February 2006, the CEP Office will mail a newly revised catalog to approximately 73,600 members as an insert in the February Monitor on Psychology and 2,400 will accompany members of the Exhibits department at various trade shows that psychologists attend. Due to marketing efforts, revenue from Independent Study sales continued to do well. Eight (8) new programs will be implemented in 2006. The office continues to work closely with APA Books to review potential CE material prior to publication.
- Journal articles
The CEP Office is working with Gary VandenBos and the Publications department in approving articles for CE Credit in two journals: Professional

Psychology and the Psychology Bulletin. Each month, interested parties may read and take an exam on an article in these two journals. As staff time permits, we hope to expand to offer more journal articles for CE credit over the course of 2006.

QUALITY ASSURANCE IN EDUCATION AND TRAINING

CONTINUING EDUCATION SPONSOR APPROVAL SYSTEM

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 Education Committee (CEC) approved 23 new organizations and renewed approval for 50 organizations as sponsors of continuing education at its September 2005 meeting. There are currently 735 APA-approved sponsors. The CEC reviewed 22 requests for one-time course approval.

OFFICE OF PROGRAM CONSULTATION & ACCREDITATION (OPCA)

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 875 accredited programs in professional psychology (11 new programs: one doctoral program, five internship programs, and five postdoctoral programs): 368 doctoral programs, 467 internship programs, and 40 postdoctoral residency programs.
- The CoA voted during its July meeting to adopt an update to the definition of diversity for consistency with the APA Code of Ethics. This change affects Domain A.5 of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* for doctoral programs. Notice of this change, effective September 15th, will be included with all copies of the G&P.
- Staff assisted as the CoA conducted three site visitor training workshops prior to the APA convention in Washington, DC. Two full-day workshops trained participants to conduct site visits for doctoral and internship/postdoctoral programs, and a half-day workshop trained experienced site visitors to serve as chairs for site visit teams.

- Dr. Ted Packard, CoA chair and Dr. Zlotlow participated in the ACCTA meeting in Big Sky Montana and conducted a presentation on how to apply for accreditation of postdoctoral residencies in counseling psychology. In addition, Dr. Zlotlow and several Committee members also participated in the Directorate's Education Leadership Conference.
- The CoA approved Implementing Regulation E1-7, relating to the use of "Quick Reference Guides" in the course of program review. This new document is available on the Office of Program Consultation and Accreditation website, along with the "Quick Reference Guides" for doctoral, internship, and postdoctoral programs.
- The CoA voted to accept and endorse in principle the final Accreditation Summit report. The CoA also expressed its appreciation and respect to BEA, and the other organizations involved in the Summit, for engaging in a collaborative, egalitarian, and cooperative inter-organizational process designed to facilitate the long-term and continuing development of the profession and its education and training system.
- The CoA completed its annual reaffirmation of accredited programs and held its annual elections for the CoA Chair and Associate Chair. Celiane Rey-Casserly, Ph.D. was elected as 2006 CoA Chair, and LeAdelle Phelps, Ph.D. was elected as 2006 Associate Chair. The CoA honored the members completing their terms of service at the end of 2005.
- The period of public comment on changes to the current system of concurrent accreditation with the Canadian Psychological Association concluded. All submitted comments are available at <http://apaoutside.apa.org/accredsurvey/public/>. The CoA will take action on this proposal after review of the submitted comments.
- The Committee accepted public comments on a change in the Guidelines and Principles to the scope of accreditation and a related Implementing Regulation defining "developed practice areas" through the end of the year. All submitted comments are available at <http://apaoutside.apa.org/accredsurvey/public/>. The CoA will take action on this proposal after review of the submitted comments.
- Staff members attended portions of hearings of the U.S. Secretary of Education's National Advisory Committee on Institutional Quality and Integrity in December in order to continue monitoring current accreditation policy.