

Board of Educational Affairs (BEA)

2006 Annual Report

BEA Members: Barry Anton, PhD; Asuncion Miteria Austria, PhD; Barney Beins, PhD; Mary Brabeck, PhD; Charles Brewer, PhD; Linda Campbell, PhD; Martha Christiansen, PhD; Jane Close Conoley, PhD; Louise Douce, PhD; Nadya Fouad, PhD (Chair); Cynthia Hudley, PhD; and M. Marlyne Kilbey, PhD.

Staff Liaisons: Robert Walsh and Luis Espinoza

Note: Cynthia de las Fuentes, PhD resigned from BEA in 2007. Barney Beins, PhD was appointed to complete her term.

BEA addresses an array of issues that encompass all levels of education from pre-K to continuing professional education. This report provides information on some of BEA's major activities in each of the broad subsets of its agenda.

2006 Education Leadership Conference

BEA and the Education Directorate convened the annual APA Education Leadership Conference (ELC) on September 16–19. The conference, the theme of which was *Promoting Excellence: Using Assessment to Enhance Teaching and Learning*, was attended by approximately 130 leaders in psychology education representing 60 groups and organizations, including the psychology education and training councils, regional psychology associations, ethnic minority psychology associations, and APA Boards, Committees, and Divisions.

The ELC was also a major opportunity to advance APA's education advocacy agenda. ELC participants received training on how to impact federal legislation through direct lobbying of Members of Congress. Approximately 60 participants from 31 states conducted 125 meetings with Members of Congress to lobby for continued support of the Graduate Psychology Education (GPE) program. As in past years, the ELC honored a Member of Congress who supports APA's efforts to gain greater federal support for psychology education and training. At the 2006 ELC, Representative Rosa DeLauro (D-CT) was honored for her support of the GPE program and other legislative initiatives of interest to psychology.

Education Advocacy Trust (EdAT)

BEA members also serve as the trustees for the Education Advocacy Trust, which became officially operational at the beginning of 2006. 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. EdAT is a trust of APA's companion organization, the APA Practice Organization -- a 501(c)(6) tax status organization.

EdAT has been soliciting contributions through the APA dues statement and direct communication with individuals with a stake in psychology's education advocacy agenda. In 2006, EdAT received voluntary contributions from approximately 300 individuals. Of these contributors, approximately two-thirds contributed at least \$50 and are now considered EdAT Constituents.

Psychology Public Education Campaign

At the November 2006 meetings, BEA and the Board of Scientific Affairs (BSA) met to discuss the concept of developing a multimedia public education campaign for the discipline of psychology.

BEA and BSA unanimously endorsed the development of the proposed BEA/BSA multimedia public education campaign. The Psychology Public Education Campaign (PPEC), as proposed by BSA and BEA, would be complementary to the one developed by the Practice Directorate's Public Education Campaign, a campaign that communicates the value of psychology as a health care profession to the public. PPEC would be designed to focus more broadly on the discipline of psychology, and its relevance to societal needs and everyday life. Planning and a request for funding has been forwarded to the Council of Representatives for Council's review at their February 2007 meeting.

Education Advocacy Activities

With the approval and support of BEA, the Education Policy Office initiated its 2006 priorities. Some of the major activities are listed here.

Campus Services

The 2004 Garrett Lee Smith Memorial Act provides federal support broadly for youth suicide-prevention activities through state entities and a technical assistance center. Appropriations have now provided three-year grants to 56 higher-education institutions for seminars, hotlines, and training programs for students and campus personnel to respond effectively to students with mental and behavioral health problems.

Defense-Graduate Psychology Education (GPE) Program

The D-GPE program was approved with a \$3.4 million appropriation to establish the Center for Deployment Psychology at the Uniformed Services University of the Health Sciences, and 10 satellite sites at Army, Navy, and Air Force hospitals with APA-accredited internships. The program is open to both military and civilian psychologists and to other health professionals, and will train personnel to serve returning military and their family members, with special focus on those with severe medical injuries, mental health problems, stress reactions, and post-deployment adjustment issues. Community outreach efforts, program research, and web-based resources will also be integral components.

Graduate Psychology Education (GPE) Program

APA sought the establishment of the GPE program in the Bureau of Health Professions to provide training for health service psychologists in the provision of care to underserved populations (e.g., elderly persons, children, the chronically ill, and victims of abuse and trauma). Since 2002, there have been a total of 52 grants in 27 states to APA-accredited doctoral, internship, and residency programs. Budget cuts in fiscal year 2006 denied continuation of geropsychology training grants, yet the program survived when many others were zeroed out.

Application of Psychology to Education (PK-12)

Center for Psychology in Schools and Education (CPSE) & Coalition for Psychology in the Schools

BEA provides advice and guidance for activities of the Education Directorate's CPSE and is also represented on the Coalition for Psychology in the Schools. The Coalition is devoted to improving the quality of PK-12 education through the application of psychological science and strives to promote cooperation among APA Boards, Committees, Divisions and various

interest groups and affiliates who are working to enhance education and teacher training for children and adolescents.

BEA Task Force on Translating Psychological Research on PK-12 Teaching for Educators and Policymakers

The BEA Task Force on Translating Psychological Research on PK-12 Teaching for Educators and Policymakers is charged with creating a state of the art web-based mechanism for communicating psychological science related to teaching and learning in schools, and presenting the research in ways that are accessible to teachers. The Task Force convened for the second time on November 27-28, 2006 to continue generating web pages on evidence-based teaching strategies for APA's web site. The Task Force anticipates completing its work in 2007.

Professional Development for PK-12 Teachers- Practical Classroom Management Online Module

At their November 2006 meeting, BEA recommend that the Board of Directors approve funds to support the development of an online academy professional development module that will focus on instructional strategies for PK-12 teachers. An online academy professional development module entitled "*Practical Classroom Management: Class-wide and Individual Strategies*" is being developed and is scheduled to go online in 2007. The module presents an introduction to identifying and understanding PK-12 classroom management problems while providing educators with the necessary skills needed to implement various effective management strategies.

Precollege and Undergraduate Psychology Education

Pilot 5-day Institute for High School Psychology Teachers

At its November 2006 meeting, BEA recommended that the Board of Directors or Council of Representatives allocate \$25,000 from its discretionary funds to support a pilot 5-day institute for 25-30 high school psychology teachers. The pilot program would be the first of five summer institutes for high school psychology teachers. Each of these institutes would focus on the five domains from the *National Standards for High School Psychology Curricula* (Methods, Biopsychology, Cognitive, Developmental, and Variations in Individual and Group Behavior).

Guidelines for the Undergraduate Psychology Major

The document represents the work of the BEA Task Force on Undergraduate Psychology Major Competencies. The document outlines 10 goals and suggested learning outcomes that represent reasonable departmental expectations for the undergraduate psychology major across educational contexts. At its Spring 2006 meeting, BEA reviewed and accepted incorporated comments received from groups and forwarded to the Board of Directors the document for endorsement. At its August 2006 meeting, the Council of Representatives approved the guidelines as APA policy.

BEA Steering Committee for Planning a National Conference on Undergraduate Education

In light of current developments in undergraduate psychology curriculum, BEA began developing plans for a national conference on undergraduate psychology. The BEA Steering Committee for Planning a National Conference on Undergraduate Education met in Washington on October 6-8, 2006, and drafted a proposal for the conference that includes a conference framework and preliminary recommendations for major issues and topics for the conference, presenters, participants, funding sources, and a conference format.

BEA Block Grant Awards in Support of Precollege and Undergraduate Teaching Conferences
In 2006, BEA awarded five block grants to support teaching conferences that enhance the quality of teaching and learning outcomes at the precollege and undergraduate level.

Education and Training Guidelines

With the approval of BEA, the Precollege and Undergraduate Education Office posted on the Education Directorate web site two important reports and requested review and comment from governance groups. The two reports are: 1) *Report and Recommended Learning Outcomes for Internationalizing the Undergraduate Curriculum*, and 2) *Report on Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum*.

Graduate and Postgraduate Psychology Education

Assessment of Competency Benchmark Workgroup

The Assessment of Competency Benchmarks Work Group met September 15-16, 2006, to identify competency benchmarks for educating and training of health service psychologists. The meeting was jointly organized by members of the Council of Chairs of Training Councils and BEA. The 32-member group divided into four subgroups to articulate benchmarks for 12 core competency areas at four developmental stages (readiness for practicum, readiness for internship, readiness for entry to practice, and entry to specialization) and ways each might be assessed. The group is working on a final draft to be disseminated to communities of interest in order to advance discussions in the discipline about competency-based education and training.

BEA/Committee for the Advancement of Professional Practice (CAPP) Task Force to Review the APA Psychopharmacology Curricula and Related Policies

In February 2006, the Board of Directors and the Council of Representatives each approved funding to support one of two meetings of a joint BEA/CAPP Task Force charged with reviewing the APA Psychopharmacology Curricula and Related Policies. The Task Force met in September and November of 2006 and will meet again in 2007. Any recommendations for revision of the curricula and/or related documents will be sent to Council for final review and approval subsequent to review by APA Boards, Committees, Divisions and other relevant groups

BEA Block Grant Awards in Graduate Education

In 2006, BEA awarded six block grants to support small conferences and workshops that advance the quality of graduate and postgraduate education and training. Specifically, BEA awarded grants for conferences and workshops that focused on: 1) a national membership conference on graduate and postdoctoral education and training in psychology, 2) a national conference on training issues to be addressed by counseling psychology doctoral programs, 3) a workshop on advancing inter-American collaboration in human development, research, and training, 4) a workshop to increase the knowledge and competency necessary to successfully work with Spanish-speaking and Latino populations, 5) a workshop to support mentoring, and 6) a national conference to enhance research efforts, skills, and professional relationships of scholars and researchers who conduct psychological research relevant to education and the practice of psychology in the schools.

Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists

BEA awarded its first award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists. BEA selected the Clinical Child Psychology Program at the University of Kansas as the recipient of the 2006 Award. The program was recognized for its developmentally-based scientist-practitioner program, which

integrates applied and basic research with a community and school-based focus. BEA also recognized with an honorable mention the Children's Hospital of Philadelphia, a program that prepares students through the use of a developmental model that is community-based and focused on underserved populations.

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 \$9,300 from the Council of Representatives 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 was 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 in professional education and training in psychology. This work includes an analyses of issues related to ethics and diversity, and reflects the developmental stages of professional education and training in psychology.

The Task Force submitted its final report to BEA at the 2006 Fall meetings and requested that Education Directorate staff develop a plan for implementing the report's recommendations, including outlining organizational actions that may: a) necessitate a change in APA policy, and b) prompt the development of products that may have relevance to concurrent issues related to competencies and the assessment of competence in education and training in psychology. The proposed plan is to be reviewed by BEA at its Spring 2007 meeting.

BEA Task Force on Education and Training in Proficiencies

During the 2004 Spring meetings, the Continuing Education Committee (CEC) raised, for discussion with BEA, issues of quality assurance in education and training offerings that require more time and supervision than is usually the case for typical single workshop CE offerings, but that are less extensive than year-long or longer internship or postdoctoral residency programs. The type of professional training at issue is exemplified by what might be required for credentialing in a recognized proficiency of professional practice, e.g., psychopharmacology, especially when didactic and supervised practice training are required over a period of time. It was noted that APA has established policies and procedures to evaluate and ensure the quality of specialty education and training programs through the Committee on Accreditation (CoA), to assess the quality of continuing education sponsor organizations (without assessing the quality of each continuing education program offered by such sponsors) through CEC, and to assess competence in proficiencies for individual practitioners through the College of Professional Psychology.

The Task Force submitted its final report to BEA at the 2006 Fall meetings, and BEA recommended dissemination to groups for review and comment.

Education and Training Awards

Under the auspices of the Committee on Education and Training Awards, BEA gives two awards annually: 1) *Distinguished Contributions to Education and Training in Psychology*, and 2) *Distinguished Contributions of Applications of Psychology to Education and Training*. The first award, *Distinguished Contributions to Education and Training in Psychology*, recognizes psychologists who have engaged in teaching/training as the primary employment during their career. The second award, *Distinguished Contributions of Applications of Psychology to Education and Training*, recognizes psychologists for evidence-based applications of psychology to education.

In 2006, Janet E. Helms, PhD, and Michael C. Roberts, PhD, were co-recipients of the *Distinguished Contributions to Education and Training in Psychology*. An award for *Distinguished Contributions of Applications of Psychology to Education and Training* was not granted.

Additionally in 2006, Sheila M. Eyberg, PhD, and Thomas R. Kratochwill, PhD, were awarded the *2007 Distinguished Contributions to Education and Training in Psychology Award*. Lauren B. Resnick, EdD, was the recipient of the *2007 Distinguished Contributions of Applications of Psychology to Education and Training Award*. The 2007 awards will be presented at the August 2007 APA Convention in San Francisco, CA.

Diversity: Composition and Training

In 2006, BEA's composition consisted of 9 women and three men. Among these were one Asian American woman, one African-American woman, and one openly gay woman.

At the Fall 2006 consolidated meetings, BEA designated time during its meeting to discuss microaggression and whether participants experienced acts of microaggression either to themselves or to others. To gain the most of this process, BEA discussed such issues in executive session, allowing time to talk with one another more openly, and BEA also did so in open session, allowing others to express their sentiments to both the board and among themselves. BEA intends on making this its common practice.

BEA agreed also to implement, in consultation with Education Directorate staff, a systematic plan to support its Spring 2006 Diversity Plan.