

**EDUCATION DIRECTORATE
CYNTHIA D. BELAR, PHD
EXECUTIVE DIRECTOR
JANUARY-JUNE 2006**

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 review 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 annual APA Education Leadership Conference (ELC) will be held on September 16 – 19. The theme for the 2006 ELC is *Promoting Excellence: Using Assessment to Enhance Teaching and Learning*. (page 4)

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. (page 5)

GOVERNANCE COMMITTEES AND TASKFORCES

- The Board of Directors and the Council of Representatives each approved funding to support one of two meetings of a joint task force charged with reviewing the APA Psychopharmacology Curricula and Related Policies. (page 6)
- The Council of Representatives adopted a new policy statement regarding the recommended education and training requirements to be met prior to eligibility for licensure as a psychologist. (page 6)
- The Board of Directors Workforce Analysis Study Panel finished its report and forwarded the report to the Board Directors, who in turn forwarded the report to all APA boards and committees for comment. (page 5)

EDUCATION ADVOCACY INITIATIVES

- The now fully operational Education Advocacy Trust (EdAT) has been soliciting contributions through the APA dues statement and is in direct communication with individuals with a stake in psychology's education advocacy agenda. (page 8)
- 2007 Defense Graduate Psychology Education (D-GPE) Program that was launched this year was again included in the House bill on June 8, 2006 at \$3.6 million (\$200,000 over the FY 2006 level). (page 8)
- On March 30th, the U.S. House of Representative passed HR 609, the College Access and Opportunity Act of 2005. This legislation reauthorizes many of the programs contained in the Higher Education Act, a law that guides federal investment in post-secondary study. APA was successful in including a new definition for the term "teaching skills." (page 9)
- Education Public Policy Office (PPO), in partnership with Public Interest PPO has launched an effort to develop one set of comprehensive, Association-wide recommendations to the "No Child Left Behind Act". (page 9)

DIRECTORATE PROGRAMS IN EDUCATION

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

- The APA Coalition for Psychology in Schools and Education convened its biannual meeting in Washington, DC to advance several initiatives to advance health, education, and human welfare for the improvement of PK-12 education. (page 10)

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

- The APA Education Directorate invited psychology classes from three local high schools to come to the APA building for a half-day symposium. (page 12)
- The National Council for the Social Studies (NCSS) endorsed the *National Standards for High School Psychology Curricula*, as approved by the Council of Representatives. (page 13)
- At the June 2006 meeting, the APA Board of Directors recommended adoption of the *Guidelines on the Undergraduate Psychology Major* as APA policy. (page 13)
- The Office of Graduate & Postgraduate Education & Training completed its annual on-line collection of information from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*. (page 15)
- The BEA selected the Department of Psychology, West Virginia University for the 2005 Award for Innovative Practices in Graduate Education. (page 16)

- Three new programs have been launched as part of the expanding Office of Continuing Education's APA Online Academy.

QUALITY ASSURANCE IN EDUCATION AND TRAINING

- The Continuing Education Committee (CEC) approved 22 new organizations as sponsors of continuing education at its April 2006 meeting. There are currently 737 APA-approved sponsors. (page 18)
- The Council of Representatives approved the revised *Sponsor Approval System Policies and Procedures Manual* at its February 2006 meeting, which includes the revised Procedures for Reconsideration and Appeal of Decisions. (page 19)
- During this reporting period, there were 887 accredited programs in professional psychology (14 new programs: four doctoral programs, six internship programs, and four postdoctoral programs): 371 doctoral programs, 472 internship programs, and 44 postdoctoral residency programs. (page 19)

EDUCATION OUTREACH INITIATIVES

- **The 2006 Education Leadership Conference**

The annual APA Education Leadership Conference (ELC) will be held on September 16 – 19. The theme for the 2006 ELC is *Promoting Excellence: Using Assessment to Enhance Teaching and Learning*. In addition to models of assessment, participants will address ethical and legal issues, the use of technology in assessment, and issues of diversity. As in years past, the ELC will also provide an opportunity for advocacy training and visits to Capitol Hill.

The long-term goals of the ELC are to:

- Provide a forum for groups and organizations across all levels of education and training to address issues of mutual concern
- Promote a shared disciplinary identity among education and training leaders in psychology
- Impact public policy regarding education in psychology and psychology in education

The ELC is the major advocacy event for the psychology education community.

Communications

- Web Projects
 - Staff continued its redesign and update work on the Civic Engagement and Service Learning (CESL) website located at: <http://www.apa.org/ed/slce/home.html>.
 - Staff redesigned the following Education Directorate Web sites:
 - Coalition for Psychology in Schools and Education located at: <http://www.apa.org/ed/cpse/interdivision.html>.
 - Education Governance Office located at: <http://www.apa.org/ed/govandcom.html>.
 - Office of Graduate and Postgraduate Education and Training located at: <http://www.apa.org/ed/graduate/homepage.html>.
 - Education Leadership Conference pages located at: <http://www.apa.org/ed/elc/home.html>
 - Staff updated and posted new listings to the Continuing Education approved sponsors listing located at: <http://www.apa.org/ce/sponappr.html>.
 - Staff assisted the Office of Program Consultation and Accreditation in updating the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* and designed and posted the new Committee on Accreditation (CoA) newsletter (http://www.apa.org/ed/accreditation/coa_homemay06.html).
 - Staff designed and posted Continuing Education offerings for the 2006 APA Annual Convention
- Staff assisted with new branding for the Office of Continuing Education Sponsor Approval System.

- Staff designed and distributed 2006 APA Annual Convention marketing materials for the Office of Continuing Education in Psychology.

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.

GOVERNANCE COMMITTEES AND TASKFORCES

- Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)
The Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) held its annual meeting, May 20-21, 2006. Items discussed addressed included a petition for the continued recognition of Psychoanalysis in Psychology, recommendations related to the timeline for submission and review of petitions for proficiencies and specialties possible revisions to the CRSPPP petition documents, and including issues related to defining a taxonomy, distinctions between specialties and proficiencies, and marketplace concerns. The report of the BEA Task Force on Quality Assurance of Education and Training for Recognized Proficiencies of Professional Psychology was discussed as were reports from the CRSPPP liaisons on updates related to the work of the Council of Specialties (CoS), and the Council of Credentialing Organizations in Professional Psychology (CCOPP).
- Board of Directors Workforce Analysis Study Panel
In February 2006, the Board of Directors Workforce Analysis Study Panel finished its report and forwarded the report to the Board Directors, who in turn forwarded the report to all APA boards and committees for comment. The report was received with a great deal of support by APA boards and committees, and external education and training organizations, both at a conference committee meeting held during the Spring 2006 consolidated meetings and in written comments on the report. The Board of Directors, in June 2006, recommended that the report be forwarded to the Council of Representatives for review and adoption at its August 2006 meeting. The report includes a policy statement on workforce analysis and a transitional business plan for the creation of a Center for Workforce Analysis within APA.

The Study Panel, members of which were appointed by then APA President Ronald Levant, was chaired by a Board of Directors member, and included appointees nominated by the BEA, the Board of Professional Affairs (BPA), the Board of Scientific Affairs (BSA), the Board for the Advancement of Psychology in the Public Interest (BAPPI), the Commission for the Advancement of Professional Psychology

(CAPP), and two members from the Policy and Planning Board (P&P). It also included two members at large with expertise in workforce analysis, nominated by the Research Office.

- Board of Directors/Council of Representatives 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. Two 2.5 day meetings have been scheduled, the first will be in September and the second in November 2006. Composition of the task force includes; 2 co-chairs, one each to be appointed by BEA and CAPP; 2 expert representatives appointed by BEA; 2 expert representatives appointed by CAPP; 1 expert representative appointed by BPA; 1 expert representative appointed by BSA; 1 expert representative appointed by BAPPI; 1 expert representative appointed by Division 55; one expert representative appointed by Division 28; 2 psychologists certified at the state level to prescribe appointed by the Board of Directors; and 2 Child and Adolescent Pharmacology experts. Task force members have been nominated and the co-chairs have been meeting electronically. 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.
- Board of Directors Work Group Related to the APA 2000 Commission on Education and Training Leading to Licensure
In February 2006, the Council of Representatives adopted a new policy statement regarding the recommended education and training requirements to be met prior to eligibility for licensure as a psychologist. The new policy statement was a recommendation of the Board of Directors Work Group, created in February 2005, to address recommendations related to timing of licensure eligibility that had been made by the APA 2000 Commission on Education and Training Leading to Licensure. In August 2005, the Board of Directors reviewed the Work Group report submitted in June 2005 and forwarded the report to Council with the following recommendations: (a) that the report be broadly distributed among communities of interest for comment; (b) that BEA, BPA, and CAPP develop a plan to address recommendations made in the report; and (c) that the proposed policy statement set forth in the report be returned to Council in February 2006 for action, following a period of public comment. In collaboration with staff in the Practice Directorate, staff in the Education Directorate, have begun to work on implementation of proposed actions in the Board of Directors Work Group report that address changes in education, training, statutory and regulatory issues related to licensure.
- BEA/Council of Chairs of Training Councils (CCTC) Assessment of Competency Benchmarks Work Group
In further advancing the recommendations made by the APA Commission on Education and Training Leading to Licensure in Psychology and the BEA Task Force

on Assessment of Competencies, the APA Education Directorate and BEA, in collaboration with CCTC is convening a work group for a two-day meeting to be held in September 2006. There are two overlapping goals for the meeting: (1) to delineate benchmarks in education and training in the core competency areas of psychology; and (2) to identify methods of assessing the achievement of competency benchmarks from the early stages of graduate education through advanced levels including postdoctoral. The Work Group will be charged with formulating a response to these goals and producing a draft document by the conclusion of the meeting. The resulting document will then be broadly disseminated to communities of interest for feedback and implementation.

- BEA Task Force on Assessment of Competence in Professional Psychology
At its April 2006 meeting, the BEA received and reviewed the report of the Task Force on Assessment of Competence in Professional Psychology, and forwarded the report to appropriate groups for comment. The focus of the Task Force was to review current practices of competency assessment in professional education, training, and credentialing at entry and advanced levels of practice, synthesize the literature in psychology and selected other professions, analyze policy issues, and make recommendations regarding methodological models for the future assessment of competencies in professional education and training in psychology from a developmental perspective, beginning with early graduate education and continuing through lifelong continuing education. The report prepared by the task force includes an analysis of issues related to ethics and diversity, and reflects the developmental stages of professional education and training in psychology. Task Force membership includes representatives from the BEA, BPA, BSA, BAPPI, and 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.
- BEA Task Force on Education and Training in Proficiencies
At its April 2006 meeting, the BEA received and reviewed the report of the Task Force on Education and Training in Proficiencies, and forwarded the report to appropriate groups for comment. The purpose of the Task Force was to develop for the BEA recommendations on methods or models by which APA might establish 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 requiring didactic and sequential supervised practice experience. The Task Force, appointed in July 2004 with approval of the Board of Directors, was comprised of seven members with representation from the BEA, CAPP, BPA, BSA, BAPPI, CRSPPP, and the Continuing Professional Education Committee (CPEC).
- The Board of Directors Task Force on the Impact of Elementary and Secondary School Zero Tolerance Policies
By June 2006, the report of the Zero Tolerance Task Force had completed the governance review process. The report has been accepted by the Board of Directors

with a recommendation for council adoption as APA policy. The Task Force examined and made recommendations on the development and implementation of Zero Tolerance policies in elementary and secondary schools.

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.

The EdAT, which 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, received voluntary contributions from approximately 300 individuals. Of these contributors approximately two-thirds contributed at least \$50 and are now considered EdAT Constituents.

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 (PPO)

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.

- 2007 Graduate Psychology Education (GPE) Program Appropriations
Although the House Subcommittee on Labor-Health and Human Services-Education provided no funding for 2006 for the Title VII Bureau of Health Professions Programs, including the GPE Program, it did on June 7th for the 2007 fiscal year. The GPE Program was level-funded at \$2 million. Unfortunately, this level of funding omits the targeted geropsychology training grants. However, it does keep the federal psychology education and training program. And with strong support in the Senate, APA is hopeful that the Senate Subcommittee on Labor-Health and Human Services-Education will restore the funding to the FY 2005 level of \$4.5 million.
- 2007 Defense Graduate Psychology Education (D-GPE) Program Appropriations
The D-GPE Program that was launched this year by Congressman Bill Young (R-FL), the Chair of the House Defense Appropriations Subcommittee, through the work

of APA member, Herb Goldstein PhD, was again included in the House bill on June 8, 2006 at \$3.6 million (\$200,000 over the FY 2006 level). APA is focused on finding a Senate sponsor to ensure no less than the amount provided by Congressman Young.

Since the appropriations process was very late this year, the program is just starting. Curriculum has been developed and staff at the Center for Deployment Psychology (CDP) has been hired. Dr. David Riggs, PhD, formerly of the University of Pennsylvania will head the project. More information is available in the *APA Monitor on Psychology* article at: <http://www.apa.org/monitor/oct05/ppup.html>

- Higher Education Act Reauthorization
On March 30th, the U.S. House of Representative passed HR 609, the College Access and Opportunity Act of 2005 by a vote of 221 – 199. This legislation reauthorizes many of the programs contained in the Higher Education Act, a law that guides federal investment in post-secondary study. APA was successful in including a new definition for the term “teaching skills.” The full Senate has not yet considered its version of the Higher Education Act reauthorization (S.1614). If the legislation is not completed this year, Congress will have to take up new legislation in the 110th Congress to reauthorize this important federal law. (See Child Healthcare Crisis Relief Act for additional information related to the Higher Education Act below).
- Developing Recommendation for the No Child Left Behind Act Reauthorization
Education PPO, in partnership with Public Interest PPO has launched an effort to develop one set of comprehensive, Association-wide recommendations to the “No Child Left Behind Act,” the law that guides the federal investment in elementary and secondary education. The development of psychology-specific recommendations presents an opportunity for APA to emphasize the role that psychology plays in elementary and secondary education as well as highlight and integrate the extraordinary research and expertise of psychologists. To date, Education and Public Interest PPO staff have met with staff from the APA’s Education, Science, Practice and Public Interest Directorates in an effort to gauge and gain a better understanding of the range of issues that are of interest to APA members represented by different divisions, committees and task forces.
- Child Healthcare Crisis Relief Act
During consideration of the Higher Education Act Reauthorization, Representative Patrick Kennedy (D-RI), using his bill as a basis, offered a modified version of his Child Healthcare Crisis Relief Act (HR 1106) as an amendment. By a recorded vote of 380 to 38, the U.S. House of Representatives passed the Kennedy/Ros-Lehtinen amendment. The amendment provides loan forgiveness under the Loan Forgiveness for Service in Areas of National Need program to “child or adolescent mental health professionals” in an effort to encourage individuals to pursue careers in that area. Education and Public Interest (PI) PPO successfully engaged the APA grassroots network on two occasions during consideration of this amendment. In addition to this victory, working in conjunction with PI-PPO, Education PPO continues its advocacy

efforts calling for the passage of the stand alone bill, the Child Healthcare Crisis Relief Act (HR 1106/S.537), on Capitol Hill.

- FEDAC Grassroots Network Growing
Over the past several months, Education PPO staff has been busy recruiting seven new Regional Coordinators for the Federal Education Advocacy Coordinators (FEDAC) grassroots network. The grassroots network is divided up into 10 regions across the country. Given that each region is comprised of a number of states, Education PPO is seeking to recruit two Regional Coordinators for each region; and soon expect to have 20 FEDACs. FEDACs help recruit Campus/Training Representatives at the psychology programs and training sites in the various states within their region. In addition, the Education-PPO staff also sent out a letter to nearly 400 APA accredited doctoral program and internship sites inviting them to join the FEDAC grassroots network.
- Unprecedented Response to Education-PPO Action Alerts
Over the past six months Education-PPO has seen an unprecedented response to Graduate Psychology Education (GPE) Action Alerts. In fact, Congress received over 5,500 messages from the psychology education community. Most importantly, as a result of the overwhelming support, APA has made substantial progress in gaining support for GPE from key legislators.
- Congressman Sam Farr (D-CA) Honored
In January the Education-PPO and the National Council of Schools and Programs of Professional Psychology (NCSPP) held a reception honoring Congressman Sam Farr (D-17-CA), member of the House Appropriations Committee. The NCSPP reception provided an opportunity for NCSPP members and California constituents to speak directly to the Congressman about the importance of the Graduate Psychology Education (GPE) Program.

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.

Meetings and Outreach Initiatives

- APA Coalition for Psychology in Schools and Education (Coalition) Meeting
The APA, as part of its mission to advance health, education, and human welfare is focusing on the improvement of PK-12 education through the ongoing work of the Coalition. On June 16-18, 2006, the Coalition convened its biannual meeting in Washington, DC to advance several initiatives, including the APA Teachers' Needs Survey. To help enhance the professional growth of teachers, the Coalition asked PK-12 teachers how psychologists could assist with their professional development

needs. Between April 2005 and May 2006, over two thousand teachers shared their classroom management, instructional strategies, classroom diversity, and parental communication needs with APA for the first time. Coalition members were provided with an overview of the survey results. Findings were discussed with respect to implications for designing and improving professional development around teacher-identified needs. Survey results will also be presented at the 2006 APA Convention in New Orleans on Friday, August 11 in Room 349. The Coalition welcomes the opportunity to share the survey results with participants and the public, which will be available online at <http://www.apa.org/ed/cpse/interdivision.html> in August 2006.

At the June meeting, representatives to the Coalition also identified legislative priorities for the reauthorization of the No Child Left Behind Act (NCLB). Specifically, representatives emphasized the need for PK-12 programs that employ and promote scientifically based educational practices and policy. To that end, the Coalition is in the process of developing a framework for evidence-based assessments as well as other teaching and learning practices informed by psychological science. The Coalition will present its NCLB proposals at the 5th Annual Educational Leadership Conference in Washington, DC on September 16-19, 2006, which will focus on the use of assessments to enhance teaching and learning.

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 preparation for children, youth and families. The Coalition currently includes representatives from 14 divisions.

The Coalition appreciates APA members' participation in this important collaborative effort of bringing psychologists together to improve our nation's educational agenda. If you are interested in learning more about the Coalition for Psychology in Schools in Education please contact Heidi Sickler at hsickler@apa.org or visit <http://www.apa.org/ed/cpse>.

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) and Psychology Teachers at Community Colleges (PT@CC) committees met on the weekend of April 7-9, 2006 during the consolidated meetings in Crystal City, VA.
- Education Directorate staff, along with members of APA PT@CC and APA TOPSS, participated in sessions for psychology teachers at the meetings of the Southwestern Psychological Association (SWPA), the Western Psychological Association (WPA), the Southeastern Psychological Association (SEPA), the Rocky Mountain Psychological Association (RMPA), Eastern Psychological Association (EPA), and the Midwestern Psychological Association (MPA). In addition, staff participated in informal discussions that included representatives of pre-graduate teaching and student oriented groups. These meetings were convened to foster communication, collaboration, and coordination at the regional level among teaching-related and student-related groups.
- The APA Education Directorate invited psychology classes from three local high schools to come to the APA building for a half-day symposium. Dr. Norman Anderson gave a keynote address to the attending students. Students also heard from two panels, one comprised of local undergraduate and graduate psychology students and one comprised of psychology experts from the APA Education, Science, Public Interest, and Practice Directorates. The event provided the local high school students with information and resources about academic and career options in psychology.
- Education Directorate staff collaborated with leaders from Psi Chi and Psi Beta to sponsor a session at the recent meeting of the Eastern Psychological Association (EPA). Dr. Norman Anderson delivered a keynote address in a session on "Careers in Psychology for the 21st Century." Dr. Cynthia Belar spoke about careers in health psychology as a participant in a career panel discussion that followed the keynote. Other speakers included Dr. Diane L. Finley, of Prince George's Community College, Dr. Norine Jalbert, of Western Connecticut State University, Dr. Anthony J. Pinizzotto, of the FBI Training Academy, Behavioral Science Unit, and Dr. Morgan Sammons, of the U. S. Navy Bureau of Medicine and Surgery.
- 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

- The Psychology Teacher Network quarterly newsletter distributed to all APA High School Teacher Affiliates, Community College Teacher Affiliates, and subscribers was published in the spring of 2006.

Contests and Awards

- Submissions were received for the annual APF/APA TOPSS Excellence in High School Student Research competition and the APF/APA TOPSS Scholars Essay competition. Both competitions recognize excellence in high school student achievement by awarding scholarships for the best papers. These scholarships are generously funded by the American Psychological Foundation. Submissions were also accepted for the APA TOPSS Excellence in Teaching Awards, which recognize excellent teaching by high school psychology teachers. In addition, community college students submitted entries for the 2006 APA Electronic Project Contest sponsored by the APA Education Directorate and the Committee of Psychology Teachers at Community Colleges (PT@CC).

Precollege Initiatives

- *National Standards for High School Psychology Curricula*
The National Council for the Social Studies (NCSS) endorsed the *National Standards for High School Psychology Curricula*, as approved by the Council of Representatives in August 2005. NCSS endorsement will better enable both local and national educational agencies such as the National Council for Accreditation of Teacher Education to use the National Standards in determining psychology curriculum and teacher-preparation program quality. NCSS is the largest association for social studies educators in the country.
- The Intel International Science and Engineering Fair (ISEF)
ISEF was held May 7-13, 2006 in Indianapolis, IN. Almost 1,500 students from 47 countries competed at ISEF; students compete in 15 different categories, including Behavioral and Social Sciences, Chemistry, Mathematics, Medicine and Health, and Physics. APA serves as a Special Awards Organization by granting awards to the best projects in the psychological sciences. During two days of intense judging, a panel of volunteer psychologist judges selected the top six projects from all science projects related to psychology. All APA student winners receive a certificate and a one-year student affiliate membership in APA; the top three projects are also recognized through scholarships. The effort is funded and organized through the Education Directorate.

Two and Four-Year College Initiatives

- Education Directorate staff continued to guide the development of policy documents including the *Guidelines on the Undergraduate Psychology Major*. At the June 2006 meeting, the APA Board of Directors recommended adoption of the *Guidelines on the Undergraduate Psychology Major* as APA policy. The guidelines will be forwarded to the Council of Representatives for action at the August 2006 meeting. BEA also received reports from the BEA Task Force on Strengthening the Teaching and

Learning of Undergraduate Psychological Sciences and the Working Group on Internationalizing the Curriculum. The recommendations in these reports will be disseminated for broad review and comment later this year.

- Online Psychology Laboratory
The Office of Precollege and Undergraduate Education is continuing its efforts to build the new Online Psychology Laboratory (OPL). Through funding by the National Science Foundation, OPL consists of interactive, Web-deliverable psychology experiments and demonstrations, a cumulative data archive, and pedagogical materials. For more information, visit OPL on the Web at <http://opl.apa.org>.
- APA Psychology Department Program
Staff are working to develop and expand the APA Psychology Department Program 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. For more information visit: <http://www.apa.org/ed/pcue/psydeptprog.html>
- Profiles of Undergraduate Psychology Programs
The Undergraduate Psychology Database has been updated to include information regarding the structure of the psychology major, physical resources, and demographic data. This information provides a new resource to institutions for their use in program evaluation. The database is located on-line at:
http://www.apa.org/ed/pcue/profiles_intro.html
- PCUE worked in collaboration with the APA Exhibitions Marketing staff and the APA Service Center to provide packages of APA books, newsletters, and APA membership application forms to national and regional teaching conferences. In addition, similar packages have been sent to the Psi Chi National Office for regional conferences this spring. Packages have also been shipped to undergraduate research conferences across the country as part of an ongoing effort to share APA resources with teachers and students of psychology.

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.

Conferences and Meetings

- Staff attended and supported the following meetings that focused on the discussion of policy issues related to education and training, credentialing and practice:
 - the Association of American Colleges and Universities (AAC&U);
 - Council of Credentialing Organizations in Professional Psychology (CCOPP) meeting in January 2006 held in Mexico City, MX;
 - National Council of Schools and Programs in Professional Psychology (NSCPP) meeting in January 2006 in Lake Las Vegas, NV;
 - Council of University Directors of Clinical Psychology (CUDCP) meeting in January 2006 in Tucson, AZ;
 - the Council of Graduate Departments of Psychology (COGDOP) meeting in February 2006 held in Sarasota, FL;
 - Council of Counseling Psychology Training Programs (CCPTP) meeting in February 2006 in Tampa, FL;
 - Association of Directors of Psychology Training Clinics (ADPTC) held in Santa Barbara, CA in March 2006;
 - National Child Health Conference held in Gainesville, FL in April 2006;
 - VA Leadership Conference held in Dallas, TX in April 2006,
 - the Council of Chairs of Training Councils meeting in April 2006 in Washington, DC;
 - and the Council of Specialties (CoS) meeting in June 2006 held in Washington, DC.

Ongoing Outreach Activities

- Graduate Study in Psychology

The office completed its annual on-line collection of information from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*, during the months of February and March. The publication and online product provide information from approximately 600 departments of psychology related to employment outcomes of graduates, degree and admission requirements, tuition costs, availability of internships, and other information. The online product is available through the APA website at <http://www.apa.org/gradstudy/>. The collection of information and publication of the Graduate Study in Psychology is a cooperative effort by individuals within the APA offices of Internet Services, Publications, Research and the Education Directorate.

The office also completed its on-line collection of information from departments of psychology related to openings in graduate programs. The information collected by the office represents information from graduate departments with openings available to students for graduate study beginning in the Fall 2006.

The list can be accessed through the APA website at <http://www.apa.org/ed/graduate/homepage.html>.

- Preparing Future Faculty in Psychology (PFF)

The office continues to support national initiatives related to preparing graduate students for future academic roles. Among the initiatives it supports, financially and

through staff support, is an on-line 6-week supervised course, entitled, GRAD 980, on “preparing to teach a psychology course.” The course is offered through the University of New Hampshire psychology department, and prepares graduate students to teach a psychology course by discussing the basics of teaching, course objectives, syllabus planning, textbook selection, classroom management, grading and assessment, etc. The funding provided by the Education Directorate is used to assist in offering matching tuition assistance for graduate students participating in the course in the U.S. and internationally. The GRAD 980 course has grown to include, in 2005, 33 students enrolled from 20 universities in the U.S. and internationally. Among the universities represented in 2005, were Auburn University, City University of New York, Claremont Graduate University, Howard University, University of Georgia, and Yale. Internationally, students attended from Kingston University (England), Oxford University (England), and the Pontificia Universidad Catolica (Chile). Summer 2006 (*June 1 to July 20*) marks the fifth offering of the GRAD 980 course in an online format and it is anticipated that 45-50 students will participate.

Facilitating Innovation in Graduate and Postgraduate Education

- **BEA Award for Innovation in Graduate Education**
Staff attended the annual meeting of the Council of Graduate Departments of Psychology (COGDOP), held in Sarasota, Fl, and presented the 2005 BEA Award for Innovative Practices in Graduate Education. The BEA selected the *Department of Psychology, West Virginia University* for the 2005 Award for Innovative Practices in Graduate Education. The program at *West Virginia University* was recognized for its *Junior Colleague Model*, which prepares graduate students over a four-year period to become independent scholars, teachers, and/or practitioners of the discipline. In addition, staff presented the Board of Educational Affairs award for Honorable Mention to the Department of Psychology, University of Maryland, Baltimore County and the Department of Counseling Psychology, University of Wisconsin at Madison. The Human Services Psychology Program at the University of Maryland, Baltimore County was recognized for its innovations in curriculum design and practicum training; and, the Department of Counseling Psychology at the University of Wisconsin at Madison was recognized for its attention to diversity and multiculturalism in the recruitment, retention, and training of faculty and students.
- **BEA Block Grant Awards for Support of Conferences and Workshops on Graduate and Postgraduate Education and Training in Psychology**
The BEA maintains its ongoing small grants award program for workshops or small conferences for the purpose of promoting innovation or advancing good practices in graduate and postgraduate education and training. Grant awards given in 2005 supported the following conferences and workshops: a) a Workshop on Consultee-Centered Consultation as a Delivery System for Evidence-Based Practice, b) a National Conference on Training in Clinical Geropsychology, c) a Practitioner-Scholar Training Model for Counseling Psychology, d) a Conference on Utilizing Clinical-Based Knowledge to Support New Prevention Initiatives in the Haitian community, and e) a Mentoring Workshop following the April 2006 National Child Health Conference.

- BEA Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists
The BEA, in collaboration with the Inter-Division Task Force on Children, Youth, and Families, initiated in 2006 a biannual award for innovation in graduate and postgraduate education and training programs that focuses on child and adolescent psychology and promote best practices or policies that prepare future psychologists to promote the optimal development of child and adolescent mental health within the context of families, schools and communities. The 2006 award will be presented at the APA Convention in New Orleans.

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

The CEP Office provides a wide range of continuing education opportunities for psychologists through direct delivery of programs and products.

- APA Annual Convention
During the 2006 APA Convention, the CEP Office will offer 60 workshops along with 172 convention sessions for CE credit. The CEP Office will offer 3 preconvention workshops cosponsored with Divisions 20 (Adult Development and Aging), 35 (Teaching the Psychology of Women), and 38 (Health Psychology).
- The APA Online Academy
Three new programs have been launched as part of the expanding Online Academy:
 - “Evidence-based Psychotherapy Relationships” – this publication summarizes the landmark review organized by the Division 29 Task Force on Empirically Supported Therapy Relationships, chaired by John Norcross, PhD.
 - “How to Treat the Hated and Hateful Patient” – an audio recording and PowerPoint presentation from the 2005 Convention Symposium.
 - “Chronic Fatigue Syndrome and Fibromyalgia: Theory, Assessment, and Treatment” – an audio recording and PowerPoint presentation from a 2005 Convention Workshop

Currently in Development:

“Proper Focus on Evidence-based Psychotherapy” – based on a presentation at the 2005 Convention. Available August 2006.

Workshops to be recorded at Convention for Online Academy development:

- Clinical Health Psychology Institute
- Evidence-Based Group Treatments for Survivors of Catastrophic Trauma
- Antidepressant Treatment Update: Integration of Psychopharmacology and CBT
- Ethical Dilemmas in Providing Forensic Testimony in the Courtroom
- Ethics and Self-Care: Balancing Our Lives and Reducing Risk

Available by December 2006.

- Other Workshops

This year, the third annual Clinical Health Psychology Institute will occur in conjunction with the APA convention. This year's program, "Expanding Psychology Practice to Primary Health Care: Evidence, Skills, and Issues," is designed with a two track design to meet the needs of two sets of psychologists: 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. The following content areas will be covered in the workshop:

- Behavioral Health Needs in Primary Care
 - Screening for Psychological and Comorbid Conditions in Medical Settings
 - Developing an Integrated Primary Care Practice
 - Psychology and Primary Care Physicians: Lessons from the Front Lines – What Works and Why
 - Developing an Evidence-Based Practice in Integrated Care Settings
 - Integrated Treatment Programs for Asthma, Diabetes, and Cardiac Conditions: the Role of Psychology in the Chronic Care Model
 - Collaborating in Primary Care
 - Update on the Health and Behavior CPT Codes
- Independent Study (APA book-based programs)

In 2006 the CEP Office mailed a newly revised catalog to approximately 73,600 members as a special insert in the February Monitor. Due to marketing efforts, revenue from Independent Study sales continue to do well. Ten (10) new programs are in development for 2006 and 15 are budgeted for development in 2007. The CEP Office works closely with APA Books and the CEC to review potential CE material prior to publication.

QUALITY ASSURANCE IN EDUCATION AND TRAINING

CONTINUING EDUCATION SPONSOR APPROVAL SYSTEM (CE/SAS)

www.apa.org/ce/sponsorapproval

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

- The Continuing Education Committee (CEC) approved 22 new organizations as sponsors of continuing education at its April 2006 meeting. There are currently 737 APA-approved sponsors
- The Council of Representatives approved the revised *Sponsor Approval System Policies and Procedures Manual* at its February 2006 meeting, which includes the revised Procedures for Reconsideration and Appeal of Decisions.

- The Sponsor Approval System received 27 applications for one-time course approval.
- The research/self-study subcommittee of the CEC continued its work, presenting its findings to the full Committee at its April 2006 meeting. CEC plans to present its first report detailing the work of this subcommittee to BEA at its November 2006 meeting.

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 887 accredited programs in professional psychology (14 new programs: four doctoral programs, six internship programs, and four postdoctoral programs): 371 doctoral programs, 472 internship programs, and 44 postdoctoral residency programs.
- The CoA welcomed three new members and conducted training sessions for them in accreditation program review.
- The CoA established two task forces on Distance Education and Practicum Training in order to conduct an in-depth analysis on emerging issues for doctoral education in psychology in each of these areas.
- At the conclusion of a public comment period, the CoA reviewed public comments on a change in the *Guidelines and Principles* to the scope of accreditation and a related Implementing Regulation defining “developed practice areas.” The CoA voted to pass the proposal on to APA governance.
- The CoA reviewed the public comments submitted on the proposed changes to concurrent accreditation with Canada. The CoA voted to move forward with the proposal and pass the proposed changes on to APA governance.
- CoA members, assisted by staff, held site visitor training workshops at the annual Mid-Winter conferences of National Council of Schools of Professional Psychology (NCSPP), Council of University Directors of Clinical Psychology (CUDCP), Council of Directors of School Psychology Programs (CDSPP), and Council of Counseling Psychology Training Programs (CCPTP). Workshops on writing self-studies were also held at the CUDCP and CCPTP meetings.

- Dr. Susan Zlotlow attended the Association of VA Psychologist Leaders (AVAPL) meeting in Dallas, Texas.
- Staff assisted members of the CoA in conducting workshops in site visitor training and in writing self-studies at the spring conference of the Association for Psychological Science.
- Office staff distributed the 2004 Annual Report of the CoA to training directors of accredited programs, site visitors, members of relevant APA governance groups, and other relevant individuals within the accreditation community.
- Staff worked with the APA Research Office to develop and distribute a survey that will be used in preparing for the first Accreditation Assembly, scheduled for January 2007.
- The CoA, with the approval of the APA Board of Directors, began implementation of a pilot project that will employ non-CoA member readers in a supporting role in reviewing programs. The CoA sent out a call for nominations for individuals to serve as Program Review Consultants (PRCs). Those seven individuals who were chosen, based on their expertise in education and training in psychology, are listed on the accreditation website. These seven PRCs will participate in the pilot project from June 1, 2006 until December 31, 2007. Staff assisted members of the CoA in conducting training in program review and conflict of interest principles for the PRCs.
- The CoA approved and revised Implementing Regulations related to the CoA meeting procedures and created a conflict of interest policy for Program Review Consultants. These policies are available in their entirety on the accreditation website.
- The CoA published *Implementing Regulation C-20 (Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students)*, which provides a 6-month notice for APA-accredited doctoral programs to come into compliance with new provisions for their public materials.