

**EDUCATION DIRECTORATE
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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 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) was held on September 16 – 19. The theme for the 2006 ELC was *Promoting Excellence: Using Assessment to Enhance Teaching and Learning*. (page 4)
- To provide support to the leaders of the regional psychological associations, the Education Directorate convened a Summit Meeting for the regional associations on December 2-3, 2006. (page 4)

GOVERNANCE COMMITTEES AND TASKFORCES

- During its October meeting the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) reviewed and acted upon the petition for the continued recognition of Psychoanalysis in Psychology as a specialty. (page 5)
- Staff from the Education and Practice Directorates jointly supported a meeting of the BEA/ Committee for the Advancement of Professional Practice (CAPP) Task Force to Review APA Psychopharmacology Curricula and Related Policies. The Task Force met in September and November. (page 5)
- The BEA Task Force on Translating Psychological Research on PK-12 Teaching for Educators and Policymakers 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. (page 6)

EDUCATION ADVOCACY INITIATIVES

- Staff met with Health Resources & Services Administration (HRSA) officials to discuss the inclusion of psychologists and psychology trainees in the Federally Qualified Community Health Center programs and the National Health Service Corps programs. (page 7)
- Staff brainstormed with APA members and Education Directorate staff to guide policy and assist in the development of APA's recommendations for improving the "No Child Left Behind Act." (page 8)
- Grassroots efforts continued through various advocacy training workshops and presentations and with continued support of the Federal Education Advocacy Coordinators (FEDAC) Grassroots Network. (page 8)
- The Education Advocacy Trust (EdAT) continues to promote the mutual professional interests of psychologists in advancing education in psychology and psychology's role in other areas of education by encouraging full participation in the political process. (page 7).

DIRECTORATE PROGRAMS IN EDUCATION

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

- On December 1-3, 2006, the Coalition for Psychology in Schools and Education convened its biannual meeting in Washington, DC to advance several initiatives, including projects committed to designing and improving professional development around the needs of teachers identified by the Coalition's Teachers' Needs Survey. (page 9)

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

- On Friday, September 8, Education Directorate staff participated in a summit hosted by the American Psychological Foundation (APF) to discuss high school psychology. (page 10)
- The BEA Steering Committee for planning a national conference on undergraduate education met in Washington on October 6-8, 2006. (page 11)
- The Education Directorate Web site featured two important reports with a request for review and comment by the membership. These documents included the *Report and Recommended Learning Outcomes for Internationalizing the Undergraduate Curriculum* and the *Report on Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum*. (page 13)

- 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. (page 14)
- BEA, with administrative support from the Office of Graduate and Postgraduate Psychology Education and Training, presented the first Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists. (page 14)
- During the Annual Convention, the Continuing Education in Psychology (CEP) Office offered 52 workshops, 172 CE sessions and 3 preconvention workshops.. (page 16)

QUALITY ASSURANCE IN EDUCATION AND TRAINING

- The Continuing Education Committee (CEC) approved 27 new organizations as sponsors of continuing education at its September 2006 meeting. There are currently 740 APA-approved sponsors. (page 17)
- The research/self-study subcommittee of the CEC continued its work, presenting its first formal report to BEA at its November 2006 meeting. (page 17)
- The Committee on Accreditation continued to work with the 889 currently accredited programs in professional psychology (372 doctoral programs, 471 internship programs, and 46 postdoctoral residency programs). During this reporting period there were nine new programs: two doctoral programs, five internship programs, and two postdoctoral programs). (page 18)

EDUCATION OUTREACH INITIATIVES

- ***The 2006 Education Leadership Conference***

The annual APA Education Leadership Conference (ELC) was held on September 16 – 19. The theme for the 2006 ELC was *Promoting Excellence: Using Assessment to Enhance Teaching and Learning*. The 2006 ELC brought together approximately 130 leaders from almost 60 psychology education and training organizations, APA divisions and governance groups and ethnic minority and regional psychology organizations to focus on how assessment processes can enhance teaching and learning.

The annual ELC is also the major advocacy event for the psychology education and training community. ELC attendees received advocacy training related to issues on the Education Directorate's advocacy agenda and then met with lawmakers and their staff on 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

Regional Associations Summit

- To provide support to the leaders of the regional psychological associations, the Education Directorate convened a Summit Meeting for the regional associations on December 2-3, 2006. Because the majority of these organizations operate without administrative staff, a number are struggling with difficult issues and an overburdened set of officers who are running everything from membership to budgeting to convention programming. Participants discussed the unique challenges and issues confronting the regional psychological associations. The regional officers discussed administrative, financial and programmatic issues, and they shared information and strategies with each other.

Communications

- Web Projects
 - Staff continued its redesign and update work on the Civic Engagement and Service Learning (CESL) Web site located at: <http://www.apa.org/ed/slce/home.html>.
 - Staff redesigned the Continuing Education Sponsor Approval Systems Web sites (<http://www.apa.org/ce/sponsorapproval.html>).
 - Staff designed and posted the new Committee on Accreditation (CoA) newsletter (http://www.apa.org/ed/accreditation/coa_homedec06.html).
 - Staff produced a multimedia presentation: Addressing the Nation's Educational Needs: Research Opportunities for Psychologists. This

presentation can be viewed at:

mms://multimedia.apa.org/education/apa-ies_pert.wmv.

- Staff participated in multiple meetings of the Content Management System group to assist with analysis of current structural and design management of APA's Web presence and selection of a new content management system.
- Staff designed and coordinated production of the Fall/Winter 2006-07 edition of the Education Directorate newsletter: *the Educator*. (<http://www.apa.org/ed/educatorFall06.pdf>).
- Staff introduced and implemented the new online meeting solution WebEx for the Directorate allowing for virtual meetings of various education related presentations and meetings. There were also collaborative meetings between all Directorate offices and WebEx to prepare a comprehensive custom implementation program to best utilize this new product.

GOVERNANCE COMMITTEES AND TASKFORCES

- **Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)**
At its October 2006 meeting, CRSPPP reviewed and acted on the petition for the continued recognition of Psychoanalysis in Psychology as a specialty. In addition, CRSPPP reviewed revisions to the documents associated with its procedures and the petition process for specialty and proficiency recognition. CRSPPP also reviewed the report of the BEA Task Force on Quality Assurance of Education and Training for Recognized Proficiencies in Professional Psychology, in addition to, a request from the APA Membership Committee to recommend criteria for recognition of specialty certification bodies for inclusion of member credentials in the APA Membership Directory. Lastly, CRSPPP sponsored two sessions at the August 2006 Convention that focused on specialties and specialization in professional psychology.
- **BEA/Committee for the Advancement of Professional Practice (CAPP) Task Force to Review the APA Psychopharmacology Curricula and Related Policies**
Staff from the Education and Practice Directorates jointly supported a meeting of the BEA/CAPP Task Force to Review APA Psychopharmacology Curricula and Related Policies. The Task Force met in September and November. The Task Force is charged with reviewing and making recommendations to BEA and CAPP on any necessary updates or revisions to the following curricula: a) the APA Recommended Postdoctoral Training in Psychopharmacology for Prescription Privileges (approved by Council in 1996); b) the Curriculum for Basic Psychopharmacology (received by BEA in 1995); and c) the Curriculum for Psychopharmacological Training for Particular Populations Using a Collaborative Practice Model (received by BEA in 1997). In addition, the Task Force is charged with reviewing the Model Legislation for Prescriptive Authority developed by APA.

- **BEA Task Force on Applying Psychological Science to Teaching and Learning Meeting**

The BEA Task Force on Translating Psychological Research on PK-12 Teaching for Educators and Policymakers 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's vision is that this Web site will facilitate the communication of psychological science related to teaching and learning in ways that are accessible to teachers. The Task Force invited participation in the meeting from program officers of the National Institute of Child Health and Development, the National Science Foundation, and the Institute of Education Sciences.

Based on the Task Force's expertise, the available psychological literature, and recent findings from the APA Teacher Needs Survey, several teaching strategies were developed and in each case the materials highlight gaps in the literature that need to be filled with studies based on different developmental levels and sub-populations. This information will be especially useful to federal agencies, education and psychology researchers. The Task Force plans to complete its work in 2007.

- **Mathematics and Science Presidential Task Force**

Center for Psychology in Schools and Education (CPSE) will be staffing a task force for President Sharon Brehm's initiative on improving the nation's mathematics and science education. During the last several months, staff have been working with President Brehm and Nora Newcombe, the Task Force Chair, to identify six psychologists from APA and three from the Society for Research in Child Development to serve on the Task Force. The roster is complete and we will hold its first meeting March 9, 2007.

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.

In 2006 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.

- **Meeting with Health Resources & Services Administration (HRSA) Officials**
Cynthia Belar, PhD, Executive Director for Education, Nina Levitt EdD, Associate Executive Director for Education Policy and Ellen Garrison, PhD, Senior Policy Advisor, met with Stephen Smith, Executive Assistant to the Administrator, James MacCrae, Associate Administer of the Bureau of Primary Health Care and Richard Smith, Director of the National Health Service Corps, in November to discuss the inclusion of psychologists and psychology trainees in the Federally Qualified Community Health Center programs and the National Health Service Corps programs. The HRSA officials clearly stated their commitment to the integration of mental and behavioral health in health care to underserved persons through the federal programs. They offered assistance in reaching out to the state Primary Care Associations to increase the number of psychologists in the rural and urban community health centers. They requested that APA help with filling approximately 150 vacancies for psychologists at specific locations.

- Mental Health Professional Shortage Area (MHPSA) Designation Project**
 Nina Levitt EdD, accompanied APA Member Laura Schopp, Chair of the Practice Directorate Rural Health Committee, to the second meeting of representatives of the mental health professions included in the definition held by the University of North Carolina's Sheps Center for Health Services Research. The Bureau of Primary Health Care and the Bureau of Health Professions are among the many federal agencies that use this designation to determine health care needs of underserved communities. Education Directorate lobbyists played a key role in getting the MHPSA designation revised to better reflect the mental and behavioral health needs of underserved persons and at the same time promoted the inclusion of psychologists and psychology trainees on primary care teams to address these needs.
- Coalition for Psychology in Schools and Education**
 Education Public Policy staff met with members of the Coalition for Psychology in Schools and Education during their December 1-3, 2006 bi-annual meeting. During this meeting Education and the Public Interest Directorate policy staff brainstormed with APA members and Education Directorate staff to guide policy and assist in the development of APA's recommendations for improving the "No Child Left Behind Act." It was a productive session that has led to legislative proposals that will be circulated within each of APA's Directorates, discussed in Committees and finally be submitted to Congress for consideration during their reauthorization of this important federal law.
- Education Advocacy Grassroots Activities**
 Over the past six months three separate advocacy presentations were provided: in August to APAGS members attending the APA New Orleans Convention; in September to APA members attending the Annual Education Leadership Conference (ELC); and in October to members attending the mid-winter meeting of the Association of Counseling Center Training Agencies (ACCTA).
- Congresswoman Rosa DeLauro Honored at ELC** – As in past years, the Education Leadership Conference honored a Member of Congress who is supporting APA's efforts to gain greater federal support for psychology education and training. This year Representative Rosa DeLauro (D-CT) was honored for her support of the Graduate Psychology Education (GPE) Program and other legislative initiatives of interest to psychology.
- The Federal Education Advocacy Coordinators (FEDAC) Grassroots Network** – The goal to have a psychology Campus/Training Representative (CTR) at every major psychology program and training site across the country remains a top priority. Currently there are over 250 CTRs nationwide. Education PPO staff is also working on filling three FEDAC Regional Coordinator vacancies. For more information or to join please contact Sheila Forsyth: sforsyth@apa.org.

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**
Through the Education Directorate's sponsorship, the Coalition advances APA's mission to improve health, education, and human welfare by focusing on the improvement of PK-12 education. On December 1-3, 2006, the Coalition convened its biannual meeting in Washington, DC to advance several initiatives, including projects committed to designing and improving professional development around the needs of teachers identified by the Coalition's Teachers' Needs Survey. At the December meeting, representatives to the Coalition also discussed the Coalition's recommendations for the reauthorization of No Child Left Behind Act (NCLB) and furthered their agreement on legislative language amending NCLB. The Coalition focused on promoting greater accountability, teaching and learning assessment, teacher quality and student achievement through scientifically based educational practices and 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 preparation for children, youth and families.

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 Maya Bassford at mbassford@apa.org or visit <http://www.apa.org/ed/cpse>.

- **Professional Development - 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 Pre-K-12 teachers. An Online Academy professional development module entitled "Practical Classroom Management: Class-wide and Individual Strategies" is currently being developed and is scheduled to go online in 2007. The module is being developed by Dr. Russell Skiba and Dr. Jack Cummings from Indiana University and presents an introduction to identifying and understanding Pre-K-12 classroom management problems while providing educators with the necessary skills needed to implement various effective management strategies.

- **Science Talent Forum**
A collaboration including CPSE, the National Science Foundation, the National Institutes of Health, the National Commission on Teaching and America's Future, the US Department of Education, and the National Research Council organized a forum held September 27th at the National Academies of Science to discuss the future of adolescent talent development in STEM (science, technology, engineering, mathematics) disciplines. Since the forum the group has been working to develop proposals for funding of project ideas and initiatives that emerged from the gathering.
- **Session Addressing Psychology and No Child Left Behind**
CPSE organized a break out session during the Education Leadership Conference on psychology and No Child Left Behind with members of the Coalition. The lively panel addressed a number of issues including the measurement of progress on the part of second language learners and other special populations of students who are represented in the achievement gaps that plague American schools.
- **Catalyst Program**
The Camille and Henry Dreyfus foundation has funded the CPSE gifted education policy center for a year long project on talent development in the chemical sciences. This proposal for the project is based on the Pinnacle model created, developed and tested at APA.

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

- On Friday, September 8 Education Directorate staff participated in a summit hosted by the American Psychological Foundation (APF) to discuss high school psychology. Representatives from the APA Science Directorate, APF, the College Board, and the APA Teachers of Psychology in Secondary Schools (TOPSS) also participated in the summit to discuss programs currently in place to support high school psychology and the unmet needs in the field. The summit was held as part of APF's review of their funded programs to support high school psychology. APF aims to improve the quality of high school psychology and encourages talented high school students to pursue the study of psychology beyond the high school level.
- Representatives from various groups involved in supporting precollege and undergraduate teachers and students met at the Education Leadership Conference.

Representatives from each group were very much in favor of developing a steering committee to collaborate and coordinate activities. In terms of next steps, each group will identify a representative to serve as a member of a planning group charged with developing recommendations for the new Steering Committee and for determining how this group might function. Participants recommended including representatives from APAGS and the Committee on Early Career Psychologists. In addition to creating a proposal for the new Steering Committee, participants will develop Web materials highlighting the programs, activities, Web sites and membership served by each of the groups.

- On September 28, 2006 Education Directorate staff participated in a one-day meeting with representatives from TOPSS, the Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC) and the APA Public Interest Directorate to work on a unit lesson plan on the Psychology of Sexual Orientation. The lesson plan, being developed collaboratively between TOPSS and CLGBC, will provide high school psychology teachers with information on sexual orientation to integrate into their psychology classes. The lesson plan will provide teachers with content, activities and resources. The lesson plan is expected to be published by August 2007.
- The BEA Steering Committee for planning a national conference on undergraduate education met in Washington on October 6-8, 2006. The Steering Committee 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. Members of the BEA Steering Committee include Diane Halpern, PhD, Chair, Bernard Beins, PhD, Ludy Benjamin, Jr., PhD, William Buskist, PhD, Ladonna Lewis, PhD, and Valerie Whittlesey, PhD. Charlie Blair-Broeker serves as a liaison for precollege psychology and Courtney Rocheleau serves as a liaison representing the early teaching career perspective. Charles Brewer, PhD and Barry Anton, PhD are liaisons from the APA Board of Educational Affairs and the APA Board of Directors, respectively.
- TOPSS and PT@CC sponsored programming at the Northeast Conference for Teachers of Psychology (NECTOP) with presenters Stephen Davis, PhD (Texas Wesleyan University) and Barney Beins, PhD (Ithaca College). Two sessions were held as part of the NECTOP program on the following topics:
 - Facilitating Student Research at all Educational Levels in Psychology
 - Psychology and Scientific Thinking

These programs were followed by a presentation entitled *Cheating in High School is for Grades, Cheating in College is for a Career: Academic Dishonesty in the 21st Century*.

- TOPSS also held a one-day workshop at Georgia Southern University in November for high school psychology teachers. Psychology faculty at Georgia Southern and Amy Fineburg (Spain Park High School) presented.

- Staff 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, undergraduate research conferences and national meetings of Psi Beta and Psi Chi. These special mailings are part of an ongoing effort to share APA resources with teachers and students of psychology.
- In late December, staff also coordinated a large mass mailing to nearly 7,000 teachers of psychology with an invitation to join APA as High School Teacher Affiliates/TOPSS members. The mailing included information about APA TOPSS and described a number of valuable resources including the TOPSS Unit Lesson Plans, the *National Standards for High School Psychology Curricula*, the *Psychology Teacher Network* newsletter, the *Monitor* and professional development and networking opportunities.
- PCUE staffed the APA Exhibit Booth at the National Council for the Social Studies (NCSS) conference in December. APA provided the only psychology representation in the exhibit hall. There were 9 hours of psychology programming at NCSS. There were about 4,000 social studies educators at NCSS. Saturday evening, TOPSS and the NCSS Psychology Special Interest Group co-sponsored a reception which attracted about 35 teachers.

Publications and Teaching Resources

- A fall mass mailing to all APA High School Teacher Affiliates/TOPSS members included a copy of the *National Standards for High School Psychology Curricula* and a new classroom poster on the scope and breadth of psychology.
- The *Psychology Teacher Network* quarterly newsletter is distributed to all APA High School Teacher Affiliates, Community College Teacher Affiliates and subscribers.
- **Online Psychology Laboratory**
PCUE 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**
Education Directorate staff were involved in marketing and promoting the APA Psychology Department Program (PDP) which was launched in 2004 to provide access to the APA's many teaching and advising publications as well as subscriptions to APA magazines and newsletters. Institutions can enroll at the price of \$300.00 per year, with the *APA Dictionary of Psychology* added as a new benefit. Currently, there are forty institutions enrolled in the PDP, three of which are international. More

details about the APA Psychology Department Program appear on the APA Education Directorate Web site at <http://www.apa.org/ed/pcue/psydeptprog.html>.

- **Education and Training Guidelines**

The Education Directorate Web site featured two important reports with a request for review and comment by the membership. These documents included the *Report and Recommended Learning Outcomes for Internationalizing the Undergraduate Curriculum* and the *Report on Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum*. These reports are available at <http://www.apa.org/ed/resources.html>. The *Guidelines for the Undergraduate Psychology Major* (August 2006) are also available.

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

- **Assessment of Competency Benchmark Workgroup**

The GPET office supported the work of the Assessment of Competency Benchmarks Work Group meeting held in September 2006. The Benchmarks Work Group meeting was held two days prior to the 2006 Education Leadership Conference (ELC) to allow for participation of individuals attending the ELC. The purpose of the Work Group meeting was to operationalize competencies for different levels of education and training in professional psychology in accordance with the June 2005 Report of the Board of Directors Work Group on Recommendations of the APA Commission on Education and Training Leading to Licensure. The meeting was jointly organized by members of the Council of Chairs of Training Councils (CCTC) and the APA Board of Educational Affairs. Work group members were invited to attend based on recognized expertise in a domain of competency based education and training. The goal of the meeting was to foster the development of a more systematic and integrated approach to the assessment of student learning outcomes with a focus on those preparing for practice as health service providers, although other communities may find the report useful. Upon completion of the report, BEA will forward the report for review by APA boards and committees, divisions and external communities of interest.

Facilitating Innovation in Graduate and Postgraduate Education

- **Innovative Practices in Graduate Education**

The GPET office supported the work of the 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 2006 Award for Innovative Practices in Graduate Education will be announced and given at the Annual Meeting of COGDOP held in February 2007.

- **Small Block Grant Awards**

The GPET office continues to support the work of the BEA and the awarding of block grants for conferences/workshops related to graduate and postdoctoral education and training in psychology. At its November meeting, BEA awarded grants for support of the following: a) a national membership conference on graduate and postdoctoral education and training in psychology, b) a national conference on training issues to be addressed by counseling psychology doctoral programs, c) a workshop on advancing inter-American collaboration in human development, research and training, d) a workshop to increase the knowledge and competency necessary to successfully work with Spanish-speaking and Latino populations, e) a workshop to support mentoring and f) 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**

The office supported the work of the BEA in its recognition of the first award presented by BEA for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists. BEA selected the Clinical Child Psychology Program (CCPP) at the University of Kansas as the recipient of the 2006 Award. The program was recognized for its developmentally-based scientist-practitioner program that integrates applied and basic research with a community and school-based focus. In addition, BEA recognized the Psychology Internship Program at the Children's Hospital of Philadelphia with an Honorable Mention. This program prepares students through the use of a developmental model that is community-based and focused on underserved populations. The BEA Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists is awarded every other year, and the panel judging the nominations is appointed by BEA. A member of BEA serves as chair, and the panel includes two members of the APA Inter-Divisional Task Force on Child and Adolescent Mental Health. The next award will be given in 2008.

Support of Preparing Future Faculty in Psychology Initiatives:

The office continues to support through funding and staff involvement, national initiatives related to preparing and mentoring students for future academic roles and careers.

- **Preparing Future Faculty**

The University of New Hampshire (UNH), with support from the Education Directorate, offered a six-week online course entitled, GRAD 980: Preparing to

Teach a Psychology Course. The course offered June 1-July 21, 2006 marked the fifth offering of the course in an online format using Blackboard technology. Between 45 and 50 students participated in the 2006 course, including students from England, Northern Ireland, Scotland, Mexico, Chile, the United States and Puerto Rico. For more information on the Grad 980 course go to <http://www.unh.edu/teaching-excellence/GRAD980/980history.htm>. The course is offered by the Academic Program in College Teaching of the Graduate School at the University of New Hampshire in cooperation with the UNH Department of Psychology, Center for Teaching Excellence, and UNH Summer Session. Funding support provided by the APA Education Directorate is used to assist in offering matching tuition assistance for graduate students participating in the course in the U.S. and internationally.

- **Northeast Conference for Teachers of Psychology (NECTOP)**
The Education Directorate and the Society for the Teaching of Psychology (STP: APA Division 2), co-sponsored a successful series of workshops during the NECTOP and the Northeast Psychological Association meeting, both held in October 2006. Workshop presenters included Drs. James Korn (St. Louis University), Barbara Nodine (Arcadia University), Cecilia Shore (Miami University of Ohio), and Victor Benassi, (University of New Hampshire). Topics covered by the workshops included: a) developing a philosophy of teaching, b) pedagogical guidelines for lectures and classroom group discussions, c) assessment and evaluation of teaching methods, and d) preparing for various faculty responsibilities.
- **Support of Developing and New PFF Departmental Initiatives**
The Education Directorate continued to support Preparing Future Faculty (PFF) programs in psychology at the Department of Psychology at Miami University of Ohio and the Department of Counseling and Human Development Services at the University of Georgia. Funding will assist in covering expenses of PFF students placed in teaching positions at partner institutions and PFF students attending regional and national teaching conferences at both universities. Also, funding was provided to support PFF activities at the Psychology Department at Auburn University. These activities are meant to enhance current teaching initiatives, such as professional development opportunities for graduate students interested in pursuing academic careers.

Funding will assist in defraying costs at new PFF programs in the Department of Psychology at DePaul University and the Department of Graduate Psychology at James Madison University. In addition, the Education Directorate provided funding to initiate a new PFF program at the University of South Dakota Clinical Psychology Training Program. The PFF program at the University of South Dakota will be developed with tribal partner institutions identified through the APA/National Institute for General Medical Sciences (APA/NIGMS) project. Lastly, funding support was provided to the California State University (Bakersfield) Psychology Graduate Program to initiate a PFF in psychology program at the Master's level. The partnership of universities and colleges will focus on collaborations with other

Master's degree programs at schools in the San Joaquin Valley and L.A. Basin regions.

Ongoing Outreach Activities

- **Council of Chairs of Training Councils (CCTC)**

Staff attended and supported the 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 discussed at the November meeting included: a) the Report from the Assessment of Competency Benchmarks Workgroup, b) the report of the CCTC Workgroup on Practicum Training, c) a joint training meeting of the various education and training councils in 2010, and d) issues to be addressed by the new APA Center on Workforce Analysis and Research.

- **Council of Specialties (CoS)**

Staff attended and supported the work of a meeting of CoS in November. The Council is comprised of representatives from APA and/or ABPP recognized 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.

- **Workgroup to Address Competency Issues**

Staff attended and supported a meeting of psychologists involved in addressing issues of concern related to students and professionals who experience competence problems. The meeting was held following the 2006 APA Convention and was attended by representatives from varied training programs in professional psychology. Among the products that will be produced from the initiative will be resources for training directors dealing with students with competence problems to be developed as “tool boxes” that can be downloaded electronically and the preparation of a scholarly work that will address the definition of competence problems, ethical and legal considerations and measurement and remediation strategies as well as other relevant topics.

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 Annual Convention, the CEP Office offered 52 workshops, 172 CE sessions and 3 pre-convention workshops. Due to low enrollment, fewer workshops and sessions were held than in previous years. Prospects for the 2007 convention are

promising. The Continuing Education Committee (CEC) reviewed 153 workshop proposals for 60 slots (the CEC usually reviews about 80 proposals).

- **APA Online Academy**

The CEP Office recorded three workshops held during the convention and is working with its third party vendor, Captus Press, to develop them into Online Academy programs. The release date of potential new online programs is March 2007.

- Evidence-based Group Treatments for Survivors of Catastrophic Trauma
- Antidepressant Treatment Update
- Clinical Health Psychology Institute - Expanding Psychology Practice to Primary Health Care: Evidence, Skills and Issues

- **Independent Study (book- and DVD/Video-based programs)**

15 new programs 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. The CEP Office has added a new product line to its Independent Study selections utilizing the APA DVD/Video Series. The DVDs feature distinguished psychologists demonstrating specific approaches to a wide range of patient problems as they conduct psychotherapy in entire, unedited sessions. The newly launched 2007 DVD programs are:

- Cognitive Therapy
- Drug and Alcohol Abuse
- Working with Headaches

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 27 new organizations as sponsors of continuing education at its September 2006 meeting. There are currently 740 APA-approved sponsors
- The Sponsor Approval System received 16 applications for one-time course approval.
- The research/self-study subcommittee of the CEC continued its work, presenting its first formal report to BEA at its November 2006 meeting. This subcommittee will continue analyzing data from subsequent Committee actions and will generate periodic reports highlighting trends in continuing education offerings and Committee approval decisions.

- The Committee added an extra day to its fall meeting, which was devoted to policy-related discussions. The Committee developed preliminary documents intended to assist sponsors and sponsor applicants to better understand the Standards and Criteria and completion of the application to become an approved sponsor. The Committee also worked on documents that would provide guidance regarding development of content as defined in the current *Standards and Criteria for Approved Sponsors of Continuing Education for Psychologists*.
- In November 2006, members of the Continuing Education Committee and the Committee for the Advancement of Professional Practice, along with staff members from the Education and Practice Directorates, met to discuss issues related to acceptable program content for CE credit. CEC members shared the preliminary documents developed during its September 2006 policy meeting. The two committees plan to meet again in 2007.

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 889 accredited programs in professional psychology (Nine new programs: two doctoral programs, five internship programs, and two postdoctoral programs): 372 doctoral programs, 471 internship programs, and 46 postdoctoral residency programs.
- CoA conducted site visitor training workshops at the APA Annual Convention in New Orleans, LA. Prospective visitors were trained to visit doctoral, internship and postdoctoral programs, and experienced site visitors participated in a training to chair site visit teams.
- CoA also hosted a social hour at the APA Annual Convention to celebrate the 10-year anniversary of the Guidelines and Principles for Accreditation of Programs in Professional Psychology.
- CoA Chair, Dr. Celiane Rey-Casserly, presented accreditation information at the ASPPB meeting in San Diego, CA with the assistance of Dr. Susan Zlotlow, Director of the Office of Program Consultation and Accreditation.

- All accredited programs were required to complete the Annual Report online in mid-September. Staff will use this information to compile program outlier data in accordance with CoA policies and to develop the 2006 CoA Annual Report.
- The 2005 CoA Annual Report was published and is now available to the public. The report has been distributed to the accreditation community.
- CoA approved two items to post for public comment. The first item is a proposed Implementing Regulation defining “the equivalent thereof” regarding academic residency for doctoral programs. The second item is a proposed change to the Accreditation Operating Procedures extending the timeframe for students, interns and postdoctoral residents to file a complaint against an accredited program. These items were posted for comment on the accreditation Web site on November 14, 2006.
- CoA held elections during its October 18-21, 2006 program review meeting. Jim Lichtenberg, PhD was elected 2007 CoA Chair, and Jeff Baker, PhD was elected 2007 CoA Associate Chair.
- The CoA revised its Implementing Regulations pursuant to the changes in the scope of accreditation as approved by the APA Council of Representatives.
- In accordance with the change in the structure of the Committee on Accreditation approved by the Council of Representatives, CoA developed a subcommittee to work with relevant constituent groups on developing their nominating processes for the new seats on the restructured Commission on Accreditation, which will be effective in January of 2008.
- Implementing Regulation C-20 (Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students), which is effective on January 1, 2007, was modified to include a section on requiring doctoral programs to provide data on licensure outcomes for their graduates in their public materials. The licensure outcomes portion of this policy will be effective on January 1, 2008.