

**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 2007 Education Leadership Conference (*Sharing Psychology: Its Role in Education for Other Professions*) included representatives from 18 education and training organizations as well as 25 APA divisions. (page 4)

GOVERNANCE: BOARDS, COMMITTEES, AND TASKFORCES

- Education Directorate Staff continued to support the activities of the Board of Educational Affairs (BEA) and its committees: the Committee on Accreditation (CoA), Committee of Psychology Teachers at Community Colleges (PT@CC), Committee of Teachers of Psychology in Secondary Schools (TOPSS), Continuing Education Committee (CEC), and Education and Training Awards Committee.
- Staff support was also provided to the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), which reports to the Board of Directors, and a number of ad hoc groups created to address issues including, but not limited to, a review of the APA psychopharmacology curricula and related policies, the possibility of developing a taxonomy for professional psychology, convening a conference on the undergraduate psychology curriculum, addressing issues of measuring competencies in professional psychology education and training, and the application of psychological knowledge to the teaching of science and mathematics. (page 5)

EDUCATION ADVOCACY INITIATIVES

- Education Government Relations Office (GRO) staff played a key role in lobbying Senator Patty Murray (D-WA), who successfully offered an amendment to the Senate Military Construction VA Appropriations bill on the Senate Floor on September 5th to allow the transfer of up to \$5 million to the Health Resources & Services Administration (HRSA) for the GPE Program for a focus on returning military personnel with PTSD, TBI or post-deployment readjustment problems. (page 8)
- Efforts to gain increased federal funding for the Graduate Psychology Education (GPE) program continue. The most recent competition resulted in 18 Graduate Psychology Education (GPE) grants being awarded for three years and totaling \$1.8 million. (page 8)
- Education GRO staff continued to lobby for support and expansion of the newly established Center for Deployment Psychology (CDP) program, which the Department of Defense now plans to incorporate into a new broader DoD Center of Excellence.. (page 9)
- Education GRO staff also lobbied for support of a number of issues related to programs and initiatives of the Substance Abuse/Mental Health Services Administration (SAMHSA), including continued funding of campus suicide prevention efforts and the possibility of SAMHSA support of psychology internships and fellowships through workforce development programs. (page 9)

DIRECTORATE PROGRAMS IN EDUCATION

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

- The semi-annual meeting of the Coalition for Psychology in Schools and Education identified several new projects based on different aspects of teacher support including:
 - What is the core knowledge that a high quality educator needs to know from psychology?
 - Collecting resources and posting them for teachers based on the results from the Teacher Needs Survey
 - Producing a book and conference series on teaching in challenging contexts
 - Exploring psychological transitions teachers and other educators experience as they advance in the profession (page 10)
- The Center for Psychology in Schools and Education (CPSE) in collaboration with BEA developed plans to create a resource aimed at helping K-12 teachers cope with and prevent the occurrence and threat of violent incidents in their classrooms. (page 11)

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

- The third annual APA/Clark University Workshop for High School Teachers was held July 9-11, 2007, at Clark University in Worcester, Mass. Twenty-one high school teachers from around the country participated in the workshop. (page 13)
- At its fall meeting, the National Standards Working Group met to begin its work on the second revision of the *National Standards for High School Psychology Curricula*. (page 14)
- Staff also supported the work of the BEA Steering Committee for the National Conference on Undergraduate Education in Psychology. The Steering Committee is planning a 2008 conference scheduled to be held on June 22-27, 2008, at the University of Puget Sound in Tacoma, Washington. (page 14)
- The Office of Precollege and Undergraduate Education (PCUE) is continuing its efforts to build the new Online Psychology Laboratory. Through funding by the National Science Foundation, OPL consists of interactive, Web-deliverable psychology experiments and demonstrations, a cumulative data archive, and pedagogical materials. (page 15)
- Staff continued its support of BEA awards programs such as the Innovative Practices in Graduate Education and small block grant awards. (pages 17).
- The Education Directorate continued its department-based future faculty initiative by supporting for the sixth year, a six-week on-line course entitled, *GRAD 980: Preparing to Teach a Psychology Course*. (page 18)
- To promote and encourage collaboration across directorates and to respond to the needs of students, the Education Directorate has begun to revise and coordinate information located throughout the APA website on financial assistance for undergraduate, graduate and postgraduate students. (page 19)
- Steve Sorkin, Ph.D., a psychologist, a former executive with Education Management Corporation, and a former President of Argosy University's Washington, DC campus, joined the Directorate in November 2007 as Associate Executive Director for Continuing Education and Professional Development. (page 20)
- The Office of Continuing Education In Psychology (CEP) offered 71 workshops (including 4 preconvention workshops); attended by 1077 individuals, at the 2007 APA Annual Convention for continuing education credit. The CEP office also offered 178 convention sessions for continuing education credit. (page 19)

QUALITY ASSURANCE IN EDUCATION AND TRAINING

- The Continuing Education Committee (CEC) approved 45 new organizations as sponsors of continuing education at its September 2007 meeting. There are currently 788 APA-approved sponsors. (page X)

- The CEC had a policy retreat in advance of its September 2007 meeting, during which it conducted a comprehensive review of the *Standards and Criteria Manual* which has now been in use for two years. (page 21)
- The Committee on Accreditation (CoA) convened a subcommittee focused on the transition to the new Commission structure and developed an operating structure for the new 32-member Commission on Accreditation, which is in place as of January 1, 2008 (page 22)
- During this reporting period, there were 896 accredited programs in professional psychology (4 new programs: 3 internship programs and 1 postdoctoral residency program): 373 doctoral programs, 474 internship programs, and 49 postdoctoral programs. (page 21)
- The CoA concluded its pilot project at its fall 2007 meeting employing non-CoA member readers in a supporting role in the CoA's review of programs. (page 23)

EDUCATION OUTREACH INITIATIVES

- ***The 2007 Education Leadership Conference (ELC)***

The 2007 Education Leadership Conference (*Sharing Psychology: Its Role in Education for Other Professions*) included representatives from 18 education and training organizations as well as 25 APA divisions. Dr. Carol Schneider, President, American Association of Colleges and Universities, presented on the role of liberal education in higher education, followed by speakers and discussion groups to examine the role of psychology in liberal education and in the education of other professions, such as architecture, law, medicine, dentistry, criminal justice, fine arts, journalism, foreign service personnel, and military leadership.

Nearly 100 ELC participants also made hill visits with their Members of Congress and/or their staff to focus on APA's recommendations for the SAMHSA reauthorization, including the Campus Suicide Prevention Program and mental health workforce development initiatives.

ELC participants also honored an important congressional ally at a special reception for Congresswoman Nita Lowey (D-NY). As a senior and majority member of the House Appropriations Labor Health and Human Services-Education Subcommittee, Rep. Lowey has enormous influence on Capitol Hill and is a long-time proponent for education and a champion of health care services for women, children, and the elderly, and recently a strong advocate for mental health care for returning veterans. Of particular interest to the psychology education/training community, Rep. Lowey has expressed her strong support for the Graduate Psychology Education Program.

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.

Addresses Priorities: 3, 4, 8

- **Association of Academic Health Centers Affiliate Membership**

The APA Board of Directors authorized APA to become an affiliate member of the Association of Academic Health Centers (AAHC), which is playing a leading role in the development of policy related to the education and training of the nation's future health care workforce. Dr. Cynthia Belar, APA Executive Director for Education, served as APA's representative to AAHC and attended the group's annual meeting in October 2007.

Addresses Priorities: 3, 4, 5

Communications

- Staff worked closely with APA's Information Technology Services (ITS) to complete a comprehensive inventory of all Directorate related Web pages (in excess of 1,000 pages) in preparation of the new Web site content management system and site redesign.
- Staff completed the first development phase of ten Web modules in collaboration with the Center for Psychology in Schools and Education (CPSE) and the Application of Psychological Science to Teaching and Learning Task Force (APS-TL) to address needs for new Web site tool for teachers, teacher educators and parents.
- Staff designed 2007 APA Annual Convention advertising and marketing materials for the Education Directorate and the Continuing Education in Psychology Office.
- Staff designed and posted the latest issue of *COA Communications*, the newsletter from the Committee on Accreditation; available at http://www.apa.org/ed/accreditation/coa_homedec07.html.
- Staff worked closely with the Office of Continuing Education and APA ITS to evaluate various offerings of Learning Management Systems for management of all online continuing education programs.

GOVERNANCE COMMITTEES AND TASKFORCES

- **Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)**

At its October 2007 meeting, CRSPPP reviewed and discussed comments received from various APA Boards and Committees on its proposed revisions to APA Association Rules related to CRSPPP's structure and charge. CRSPPP is proposing changes to the Rules that would give CRSPPP the authority to make

recommendations encouraging consistency in the use of terms (e.g., specialty) in all literature and written communications distributed by the APA. In addition, CRSPPP reviewed and discussed comments received on its proposed revisions to documents associated with the process for specialty recognition. CRSPPP is adding language that will enhance the clarity and relevance of the information requested from groups seeking recognition, in addition to, adding a criterion that requests information on multicultural and diversity education and training. Lastly, during the August 2007 Convention, CRSPPP sponsored a discussion session that focused on a taxonomy for specialties in professional psychology.

Addresses Priorities: 2, 5

- Staff from the Education and Practice Directorates supported the work of a joint BEA/CAPP Task Force to Review the APA Psychopharmacology Curricula and Related Policies. The Task Force's revisions of the *Recommended Postdoctoral Education and Training Program in Psychopharmacology for Prescriptive Authority* and related Model Legislation were approved, in principle, by Council in August 2007.

Addresses Priorities: 2, 4, 5,

- **Board of Directors Task Force on Taxonomy**

Staff from the Education and Practice Directorates jointly supported a meeting of the Board of Directors Task Force on Taxonomy held in October 2007. During the meeting, Task Force members discussed ways to approach the complex task of developing a taxonomy, the need to resolve inconsistencies and disagreements between various constituencies in defining certain terms, and the confusion for the public and consumers in understanding who is defined by the field of psychology to have the requisite education, training, and experience to practice as a psychologist. Members began drafting a lexicon of terms, a classification schema, and a taxonomy representing professional psychology as viewed by three constituent groups; the public, practitioners, and educators.

Addresses Priorities: 2

- **Board of Educational Affairs Initiative on Assessment of Competence in Professional Psychology Workgroup**

Staff attended and supported a meeting of the Competency Assessment for Professional Psychology work group which met for one face to face meeting in September 2007. The work group began to develop specific products that could be disseminated to the education and training community related to the assessment of competence. These include fact sheets that detail the strengths, weaknesses, and uses for several different methods of assessment; a grid of recommended assessment methods for assessing specific core competencies and essential elements of these; a glossary of key terms, and a reference list. These materials are still in the draft stage but are expected to be completed in 2008. The group will continue their efforts with one face to face meeting to be held in 2008.

Addresses Priorities: 2, 9

- **Application of Psychological Science to Teaching and Learning Task Force**
The Task Force was sponsored by the Board of Educational Affairs during 2006 to explore the applications of psychological science to teaching and learning by tapping the expertise of psychologists from several sub-disciplines including: motivation, development, assessment, behavior management, social psychology, and learning and instruction, to work collaboratively on translating psychological literature associated with evidence based teaching strategies.

The Task Force on the Application of Psychological Science to Teaching and Learning conducted a well attended session at the APA Convention eliciting enthusiasm for the teacher website project and helpful feedback.

In an effort to continue its goal of developing a website that will facilitate the communication of psychological science related to teaching and learning for teachers, the Task Force is currently peer evaluating their modules and will continue to make the necessary revisions in order to complete their work in time for unveiling the project on the newly revised APA website in 2008.

Addresses Priorities: 3, 6, 8, 10

- **Mathematics and Science Presidential Task Force**
The Task Force convened for the final time on September 14 – 16 2007. Sharon Brehm’s Presidential Task Force on Mathematics and Science Education was composed of outstanding scholars from APA and SRCD with expertise in various aspects of teaching and learning mathematics and science. The goals of the task force include articulating the importance of psychology in improving mathematics and science education, and emphasizing the role of psychology in contributing to public policy affecting mathematics and science education. The Task Force members have outlined a report that they envision submitting for publication to the *American Psychologist*. They will also use this report as the basis for spin-off articles and products ranging from briefing sheets to a column in the *Chronicle of Higher Education* or an Op-Ed in the *New York Times*.
Addresses Priorities: 2, 8, 10

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.

Addresses Priorities: 4

Education Government Relations Office (Ed GRO)

www.apa.org/ppo/education

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

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

The GPE Program continued to receive broad, bipartisan support in both the House and Senate. The program only received \$ 2 million for FY 2008 – a modest increase of \$200,000 that restored small across-the-board cuts. Funding for the GPE Program was provided in both the House and Senate Labor-Health & Human Services-Education Subcommittee bills.

A big advance for the GPE Program was the result of a last minute Education GRO advocacy effort. Senator Patty Murray (D-WA) successfully offered an amendment to the Senate Military Construction VA Appropriations bill on the Senate Floor on September 5th to allow the transfer of up to \$5 million to the Health Resources & Services Administration (HRSA) for the GPE Program for a focus on returning military personnel with PTSD, TBI or post-deployment readjustment problems. The House also included report language in its Military Construction VA Appropriations bill. Now the VA has to agree to release the funds and draft a Memorandum of Understanding with HRSA.

The most recent competition resulted in 18 GPE grants being awarded for three years and totaling \$1.8 million. These grants went to universities and medical institutions to train psychologists in mental and behavioral health to work with underserved persons in medically underserved areas. Many of the grants will be used to provide resources for underserved ethnic minorities, mostly African American and Hispanic consumers. Some are specializing in children and adolescents while others are focusing on the family, the homeless, immigrants, or women. The grants are a mix of rural and urban settings and internship and doctoral programs. A complete listing of the FY 2007 GPE Grantee abstracts can be found at <http://bhpr.hrsa.gov/medicine-dentistry/07abstracts/gradpsyched.htm>.

Addresses Priorities: 2, 4, 5, 6, 9, 10

- Center for Deployment Psychology (CDP) FY 2008 Funding**
 On July 25th the House Appropriations Committee marked up and approved the Department of Defense (DoD) Appropriations bill, allocating only \$1 million in FY 2008 funding for the CDP program, and the Senate accepted this amount in conference. Since then the DoD has developed plans to incorporate the CDP Program into the new DoD Center of Excellence, making the CDP Director head of training and increasing the funding for training.
Addresses Priorities: 2, 3,4, 5, 6
- Substance Abuse/Mental Health Services Administration (SAMHSA) Suicide Prevention Programs FY 08 Funding**
 The Senate provided \$30 million FY 2008 funding for the Youth Suicide Prevention grants – an increase of \$12.2 million over the FY 2007 level. The Campus Suicide Prevention program received \$5 million – the same amount as last fiscal year’s level. Finally, the Suicide Prevention Technical Assistance and Resource Center received \$5 million (i.e., level funding from FY’07). The U.S. House of Representatives included the following amounts for the three Garrett Lee Smith Memorial Act (GLSMA) programs under SAMHSA: State grants: \$17.8 million; Campus Suicide Prevention grants: \$4.95 million and Technical Assistance and Resource Center: \$3.96 million. The FY 2008 omnibus appropriations bill provided the Senate levels of funding for the GLSMA programs under SAMHSA.
Addresses Priorities: 3, 4, 6, 10
- SAMHSA Reauthorization (Workforce Development)**
 Education GRO staff has taken the lead for the field in the area of workforce development for the SAMHSA reauthorization. In the Senate, where a bill has been drafted, there was strong opposition to including any training provisions. However, Education GRO staff has fought hard to include funding of “internships and fellowships” and the proposed provision is still possible. Unfortunately a specific authority for the Minority Fellowship Program (MFP) was not successful.
Addresses Priorities: 2, 4, 5, 6, 9
- SAMHSA Reauthorization (Campus Suicide Prevention Program)**
 It has also been a challenge for efforts to expand the “uses of funds” under the Campus Suicide Prevention program. More specifically, to include “strengthening and expanding mental and behavioral health training opportunities in internship and residency programs, such as psychology doctoral and post-doctoral training.” This change would address a serious concern that APA has raised since 2004 (i.e., the sharp increase in demand for counseling services as reported by college and university counseling centers). Sixty percent of senior student affairs officers surveyed reported that a record number of students are using campus counseling services for longer periods of time than ever before.
Addresses Priorities: 3, 4, 6, 10

- **Other Education Advocacy Activities**

The annual Education Advocacy Breakfast Meeting was held during the APA San Francisco convention. During the breakfast Education Advocacy Distinguished Service Awards were presented to Greg Keilin, Ph.D. and Nick Andonov, Ph.D. This year's program focused on the APA-initiated program, the Center for Deployment Psychology (CDP). Speakers included: Col. Bruce Crow, Psy.D., Chief, Department of Behavioral Medicine Brooke Army Medical Center San Antonio, Texas, Clinical Psychology Consultant to the U.S. Army Surgeon General and David S. Riggs, Ph.D., Executive Director of the Center for Deployment Psychology, Research Associate Professor of Medical & Clinical Psychology, Uniformed Services University of the Health Sciences.

APA Education GRO staff continues to raise awareness of the importance of getting involved in advocacy and grassroots activities. In September a very successful "Advocacy for Novices" training session was also provided at the 2007 ELC. Later in December staff from the Education, Public Interest, and Science Government Relations Offices conducted a day-long advocacy training workshop and hill visits for APAGS. In January 2008 Education Advocacy staff will conduct advocacy training for a group of military psychology residents stationed at Andrews Air Force Base and other local military bases. Advocacy presentations and workshops are also planned for the March 2008 International Counseling Psychology Conference and again at the 2008 ELC.

Addresses Priorities: 4, 7

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**

On November 30 – December 2, 2007, the Coalition convened for its semi-annual meeting in Washington, DC to initiate and advance several initiatives that promote its mission of advancing the quality of PK-12 education through the application of psychological science. The Coalition identified several new projects based on different aspects of teacher support.

The primary project focuses on answering the question "What is the core knowledge that a high quality educator needs to know from psychology?" This information will be solicited from all participating divisions to inform a document entitled: *Principles for Designing the Professional Education of Teachers: The Foundation for Excellent Programs*, produced by the Council of Academic Deans from Research Education Institutions.

The second project involves collecting resources and posting them for teachers based on the results from the Teacher Needs Survey – particularly in the areas of assessment, communicating with families, academic diversity, critical thinking, motivation and behavioral management. The Coalition’s goal in June is to identify existing resources (websites, training materials, etc) that can be “endorsed” in the *communicating with parents* and *assessment areas*.

The third project is to produce a book and conference series (sponsored and judged by the Coalition) on teaching in challenging contexts. Each year would focus on different contexts in which teaching and learning are especially challenging and ask for cross -Division proposals to respond to each challenge.

The fourth project explores the psychological transitions teachers and other educators experience as they advance in the profession. Areas of exploration will include career satisfaction and the psychological underpinnings of leadership/supervision. Conjointly, the Coalition will develop a brochure entitled: *So You/your partner/spouse are a New Teacher (or is leaving the discipline)* with advice about how to stay healthy and productive in the profession, or how to deal with leaving the profession.

Addresses Priorities: 2, 3, 6, 8, 10

- **Violence Against Teachers Task Force**

During a discussion of activities conducted by the Center for Psychology in Schools and Education’s (CPSE) at the March 2007 BEA meeting, BEA members identified violence against teachers as an important issue that CPSE could address.

In response, plans have been developed to convene a group of experts to create a resource aimed at helping K-12 teachers cope with and prevent the occurrence and threat of violent incidents in their classrooms. The focus of the effort will be to gather and translate psychological science on this topic into an accessible resource for teachers. This resource (the specific type of resource is to be determined) will also serve as a research-based foundation to inform education policy with regard to school management, parent and community involvement, classroom climate, and teaching and learning.

Addresses Priorities: 3, 6, 8, 10

- Professional Development - Practical Classroom Management Online Module**
 At their November 2006 meeting, BEA recommended 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 Strategie*” was 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. The online module was assessed as needing extensive work, mostly on the way the course was presented rather than weaknesses in the content. As a result, further Coalition and teacher feedback was sought on the script. Based on the feedback, CPSE has been reworking the original script to make it more teacher accessible as well as develop a second focused script on dealing with disruptive students. Both are currently being developed and will be completed and ready to launch by Fall of 2008.
Addresses Priorities: 2, 3, 6, 8, 10

- Catalyst**
 CPSE is supported by a grant from the Camille and Henry Dreyfus Foundation to study and explore talent development in chemical science and the arts. The inaugural Catalyst group convened in July 2007 for a week-long summit at Williams College in Williamstown, MA. Catalyst is a year-long mentoring program, beginning with the summit, which is designed to provide support for students with a demonstrated interest in Chemistry by assembling them into 4 groups of 3 Scholars led by an eminent researcher in the field (Masters) and assisted by graduate students and post docs who will be the next generation’s stars (Associates).

Over the course of the week, each group met daily to discuss concepts and innovations in Chemistry and allowed the Masters to assist with the development of a project proposal for each adolescent. These projects will be carried out over the course of the academic year, culminating with the Catalyst reunion in July 2008 where they will present their results. Each Master was also given the opportunity to give a presentation on his/her subfield, followed by a round table discussion on issues surrounding careers in science and academics as well as talent development.

Staff targeted many of the discussions at the summit to the pressures of being accomplished in a field, the stamina it takes, the adversity one can expect. Most prominently, attention turned to the creative process as chemistry masters and their teams observed renowned artists demonstrate how they conduct their work in composition, choreography and culinary arts.

Mentors and scholars are being recruited for the 2008 Catalyst Project.
Addresses Priorities: 2, 8, 10

- **NSF Grant Proposal: Study of the Impact of Specialized Public High Schools of Science, Mathematics, and Technology**
This submitted study addresses the application of psychosocial and learning variables to meet US needs for academic competitiveness in sciences including behavioral sciences. The proposal was conducted in cooperation with the National Consortium of Specialized Secondary Schools of Science, Mathematics, and Technology and the University of Virginia. Results of the grant competition are expected in June of 2008.
Addresses Priorities: 3, 8, 9

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.

- **APA/Clark University Workshop for High School Teachers**
The third annual APA/Clark University Workshop for High School Teachers was held in July, 2007, at Clark University in Worcester, MA. Twenty-one high school teachers from around the country participated in the workshop. The event was sponsored by Clark University, APA, and the American Psychological Foundation (APF) Lee Gurel Fund, and organized by the APA Education Directorate and Clark University. Presenters included two members of the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) and Clark psychology professors. Sessions included those on the history of psychology, active learning, clinical psychology, qualitative methodology, and teaching with technology. Charles Brewer, PhD, of Furman University (Greenville, SC) delivered the keynote address on the topic, *John B. Watson: The Misbehaving Behaviorist*. The workshop has been made possible through generous gifts from Lee Gurel, PhD, a Clark University alumnus, APA member and longtime APF donor, to both Clark and APF.
Addresses Priorities: 1, 2, 3, 7
- **Pilot Institute for High School Psychology Teachers**
APA sponsored a pilot institute for high school psychology teachers at the University of Wisconsin-Green Bay, July 22-27, 2007. The five-day institute focused on biopsychology, and was supported by discretionary funds from the Council of Representatives. Thirty-one high school psychology teachers from across the country participated in the institute. During the week, participants attended lectures presented by experts in the field, including James Kalat, PhD, of North Carolina State University, Nancy Dess, PhD, of Occidental College, Eric Chudler, PhD, of the University of Washington, Cynthia Belar, PhD, of the APA Education Directorate, and faculty from the University of Wisconsin-Green Bay. Master teachers presented on activities and pedagogy for the teaching of biopsychology. In addition to lectures

and activity sharing, the institute allowed for small groups of teachers to work together to update some of the TOPSS unit lesson plans for high school psychology teachers. TOPSS unit lesson plans provide teachers with content, activities, and resources to be used in their introductory psychology courses. During the 2007 Institute, the following four unit lesson plans were updated: *Sensation and Perception*; *Development*; *Biological Bases of Behavior*; and *Motivation and Emotion*. The unit lesson plans are expected to be fully revised in 2008.
Addresses Priorities: 1, 2, 3 5, 7, 8

Meetings and Outreach Initiatives

- During the fall, staff supported the National Standards Working Group, which held one meeting in Washington, DC in November 2007. The Working Group is responsible for facilitating the second revision of the *National Standards for High School Psychology Curricula*. At its fall meeting, the Working Group met to begin its work on the second revision process. Staff also coordinated communication between the Working Group and an Advisory Panel of ten expert psychologists, who reviewed the National Standards and provided feedback to the Working Group. The National Standards, which is designed to express learning goals for students and to enhance quality psychology curricula, is currently available in print format and online via the APA web site at <http://www.apa.org/ed/natlstandards.html>.

Addresses Priorities: 2, 3, 6, 7, 9, 10

- Staff also supported the work of the BEA Steering Committee for the National Conference on Undergraduate Education in Psychology. The Steering Committee is planning a 2008 conference scheduled to be held on June 22-27, 2008, at the University of Puget Sound in Tacoma, Washington. During the fall, the committee invited keynote speakers, developed proposals for external funding, and explored data needs. A call for participants was disseminated this fall to encourage applicants for the conference in 2008.

Addresses Priorities: 2, 3, 6, 7, 8, 9, 10

Ongoing Activities

- **Publications and Teaching Resources**

The *Psychology Teacher Network* quarterly newsletter is distributed to all APA High School Teacher Affiliates, Community College Teacher Affiliates, and subscribers.

Addresses Priorities: 1, 2, 3, 7, 8

- **Precollege Initiatives**

The APA TOPSS Committee invited all APA Divisions to submit PowerPoint demonstrations for high school teachers to use in their classrooms. The TOPSS Committee created a template for Divisions to use in developing demonstrations; the PowerPoints highlight core concepts, careers, and resources for students.

Addresses Priorities: 1, 2, 3, 7, 8, 9

- In 2007, several unit lesson plans continued to be developed for high school psychology teachers, including lesson plans on the Psychology of Sexual Orientation,

Industrial/Organizational Psychology, and Psychoanalysis. The TOPSS Committee is collaborating with the APA Committee on Lesbian, Gay, Bisexual, and Transgender Concerns on the Sexual Orientation unit. All TOPSS unit lesson plans provide teachers with content, activities, and resources to use in the classroom. In addition, four unit lesson plans were revised during the 2007 summer institute on biopsychology.

Addresses Priorities: 1, 2, 3, 6, 7, 9, 10

- Other precollege resources included the continued use and support of the TOPSS Speakers Bureau, the Ethnic Minority Recruiting Project, a mentor network for new teachers, and a collection of pacing calendars for teachers to access.

Addresses Priorities: 1, 2, 3, 6, 7, 8, 9, 10

Two and Four-Year College Initiatives

- **Online Psychology Laboratory (OPL)**

PCUE is continuing its efforts to build the new Online Psychology Laboratory. 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>.

Addresses Priorities: 2, 3

- **APA Psychology Department Program (PDP)**

The Education Directorate is working to develop and expand the APA Psychology Department Program for 2007-2008. The PDP bolsters 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 at an annual cost of \$300 and includes a package of subscriptions to APA's many teaching and advising publications and promotes access to its varied education resources. Currently there are 58 departments participating in the PDP.

Addresses Priorities: 1, 2, 3, 7, 9

- **Regional Psychology Associations**

Education staff participated in an informal meeting with officers of some of the regional psychological associations at the 2007 ELC. The purpose of this discussion was to share information about the 2007 regional meetings and preliminary ideas about planning for the 2008 meetings.

- **Proposed Consortium of Pre-graduate Psychology Education Groups**

Representatives from various groups involved in supporting precollege and undergraduate teachers and students met to continue discussion about forming a Consortium of Pre-graduate Psychology Education Groups (CPPEG) to foster communication, coordination, and collaboration. Three working groups were appointed to follow up on some specific recommendations during the coming year. These included:

- A subgroup that will develop a model (or models) for the consortium
- A subgroup that will coordinate regional programming next year. For 2008, the group will work together to organize a one-hour session on conducting research in high schools, and in 2- and 4-year colleges/universities.
- A subcommittee to develop a plan to facilitate regional programming in future years. This group will develop a proposal to facilitate communication, coordination, and collaboration specifically for the purpose of encouraging regional initiatives and programs.

Other News

- In September, the Education Directorate received a \$10,000 grant from the American Psychological Foundation's Precollege Psychology Grant Program, to support a second summer institute for high school psychology teachers. APF's new grant program allocated up to \$30,000 to support the science and application of psychological science among talented high school students.

Addresses Priorities: 1, 2, 3, 5, 7, 8

- APA Education Directorate staff manned an Exhibit Booth at the annual National Council for the Social Studies (NCSS) Conference, held November 30 – December 2, 2007 in San Diego, CA. NCSS is the largest association for social studies educators in the country; there were approximately 4,000 educators at the conference. The APA Booth displayed a variety of APA publications, including the *National Standards for High School Psychology Curricula*, and information from the APA Teachers of Psychology in Secondary Schools (TOPSS). The APA Booth was one of the only psychology exhibits at the NCSS Conference.

Addresses Priority: 1

- The Director of Precollege and Undergraduate Programs participated in a webinar on the topic of Education for a sustainable future: concepts, examples and resources. This program was sponsored by the Higher Education Associations Sustainability Consortium and the Disciplinary Associations Network for Sustainability. The Director discussed the APA resolution on education for a sustainable future that was approved by Council in August 2007 and shared teaching resources available on this topic.

Addresses Priority: 6

- The Director of Precollege and Undergraduate Programs attended the 30th Annual National Institute on the Teaching of Psychology that was held in St. Petersburg, Florida, January 3-6, 2008. The Education Directorate continues to provide financial support and teaching resources for this meeting. This year PCUE staff prepared a poster presentation depicting teaching resources available through its office to high school and undergraduate teachers of psychology. This year's meeting was attended by 350 teachers of psychology, representing a diverse group of high school community college and undergraduate teachers of psychology. Dr. Rhea Farberman, Executive Director of Public and Member Communication, was one of the panelists for a three-hour workshop on psychology and the media.

Addresses Priorities: 1, 2

- The Director of Precollege and Undergraduate Programs was invited to give a presentation on career pathways in psychology for undergraduate psychology majors at the University of Maryland at College Park. The target audience for this presentation was college freshmen.

Addresses Priorities: 1, 2, 3, 5, 6

- The Director of Precollege and Undergraduate Programs also attended a meeting held at the U.S. Department of Education and coordinated by Vickie Schray, Senior Advisor, with members of other disciplinary societies representing undergraduate education. The purpose of the meeting was to discuss how disciplinary societies have responded to the issue of accountability in higher education and to propose a partnership with the U.S. Department of Education.

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.

Support of Board of Educational Affairs (BEA) Awards Programs:

- **Innovative Practices in Graduate Education**

The office supported the work of the Board of Educational Affairs (BEA) annual award committee for innovative practices in graduate education. The award is given in collaboration with the Council of Graduate Departments of Psychology (COGDOP). Applicants for the award are judged on the basis of the following criteria: a) an innovation that is distinctive, forward-looking, and creative, b) useful as a model for implementation by other departments, c) its impact on the discipline, and c) the method for assessing the quality and impact of the innovation. The 2007 Award for Innovative Practices in Graduate Education will be announced and given at the Annual Meeting of COGDOP held in February 2008.

Addresses Priorities: 2, 9

- **Small Block Grant Awards**

The office continues to support the work of the Board of Educational Affairs (BEA) and the awarding of block grants for conferences/workshops related to graduate and postdoctoral education and training in psychology. At the November 2007 BEA meeting, the BEA awarded grants for support of the following conferences and workshops to be held in 2008: a) national conferences that will focus on the delineation of competencies at different levels of education and training; b) a conference series that will provide graduate students in professional psychology with an understanding of the concepts of social exclusion; c) workshops that will focus on

lesbian and gay parenting, and assessment and treatment of traumatic brain injury in Iraqi veterans, and d) international conferences that will focus on counseling psychology, and perspectives on traditions and models of care within Latina/o families and communities.

Addresses Priorities: 2, 9, 10

Support of Preparing Future Faculty in Psychology Initiatives:

- The office continues to support through funding and staff involvement the continuation and initiation of departmental-based future faculty programs, and other national initiatives related to preparing and mentoring students for future academic roles and careers. The Education Directorate supported for the sixth year, a six-week on-line course entitled, *GRAD 980: Preparing to Teach a Psychology Course*. The graduate 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. For more information on the Grad 980 course, go to <http://www.unh.edu/teaching-excellence/GRAD980/980history.htm>.

Addresses Priority: 3

Support of Additional Meetings and Other Initiatives related to Education and Training:

- **Council of Chairs of Training Councils (CCTC)**
Staff attended and supported the Council of Chairs of Training Councils (CCTC) meeting held in conjunction with the APA Fall Consolidated meetings. The mission of CCTC is to provide a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology. Principle topics discussed at the November meeting included the internship match imbalance, communication between graduate and internship programs regarding student performance, the Competency Benchmarks document, and plans for a joint training council meeting in 2010.

Addresses Priorities: 2, 8

- **Council of Specialties (CoS)**
Staff attended and supported the work of a meeting of the Council of Specialties (CoS) in November. The Council is comprised of 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, and the need to enhance the public awareness of specialties in professional psychology. A major focus of CoS in 2007 has been a review of how specialties in professional psychology are described and represented in textbooks, websites, and by entities, such as, the US Dept. of Labor.

Addresses Priority: 2

- **Facilitating the Dissemination of Information on Financial Assistance**

To promote and encourage collaboration across directorates and to respond to the needs of students, GPET is beginning to revise and coordinate information located throughout the APA website on financial assistance for undergraduate, graduate and postgraduate students. The information will reflect a “one-stop” financial aid guide. This effort streamlines and combines information from various office websites within the APA (GRO, APAGS, etc.) related to financial assistance. This is an ongoing web-based project where various links will be deleted if out-of-date and other links will be added. The new website will represent a portal to financial information for students that is user-friendly and easier to navigate. It will provide information on financial assistance offered by the APA and other relevant external organizations and government agencies.

Addresses Priority: 4

Office of Continuing Education in Psychology (CEP)

www.apa.org/ce

With new leadership, the CEP Office continues to offer and to expand programs and products for the continuing education of psychologists. The Office offers live programming (workshops, seminars) at the annual convention and independent study through online programs, DVD, CD, Book-based, and Journal-based programs. In addition, the CEP Office sponsors workshops offered by APA offices and divisions and external groups (e.g., regional psychological associations).

- **2007 Annual Convention**

The CEP Office offered 71 workshops (including 4 preconvention workshops) at the 2007 APA Annual Convention for continuing education credit. A total of 153 proposals were received (up from 80 in 2006). Workshops were either half-day (42) or full-day (30). The total number of individuals who attended a workshop was 1077, of these 943 were APA members. Seventeen workshops were closed due to maximum enrollment, overall enrollment across all workshops was 76%. Evaluation of workshops by participants was favorable with a mean overall rating of 4.2 on a 1 to 5 scale (5 being the highest). The CEP office also offered 178 convention sessions for continuing education credit. As of January 2008, 819 individuals submitted a request for continuing education credits for attending a session.

Addresses Priorities: 2, 5, 6

- **Independent Study**

The Office currently offers Independent Study in three formats:

APA Online Academy programs—these are virtual programs that blend multimedia presentations with interactive and downloadable PowerPoint slides. The Office now offers 11 programs. The new releases are:

- Advanced Assessment and Treatment of Attention Deficit Disorders (ADD/ADHD)

- Positive Aging: An Innovative Approach to Counseling Older Adults

APA DVD and CD Series programs—these programs feature distinguished psychologists demonstrating specific approaches to a patient and practice problems. The new releases are:

- Bullying Prevention
- Integrative Family Therapy

APA Book-based and Journal article-based programs – The CEP Office now offers more than 65 programs that cover a broad array of areas of interest. The new releases are:

- Bipolar Disorder: A Cognitive Therapy Approach
- Cognitive Schemas and Core Beliefs in Psychological Problems: A Scientist-Practitioner Guide
- Criminal Profiling: Developing an Effective Science and Practice
- MMPI-2: A Practitioner's Guide
- Multiculturalism and Intergroup Relations Psychological Implications for Democracy in Global Context
- Psychological Treatment of Chronic Illness: A Biopsychosocial Therapy Approach
- Sex and Love in Intimate Relationships
- Shy Children, Phobic Adults: Nature and Treatment of Social Anxiety Disorder, Second Edition

Addresses Priorities: 2, 5, 6

- **New Leadership**

Steve Sorkin, Ph.D., a psychologist, a former executive with Education Management Corporation, and a former President of Argosy University's Washington, DC campus, joined the office in November 2007. He is focused working on increasing the delivery formats, the programs, and the profitability of the Office.

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 45 new organizations as sponsors of continuing education at its September 2007 meeting. There are currently 788 APA-approved sponsors.
- CE/SAS received 21 applications for one-time course approval.
- CEC received a total of 248 responses to its online survey of approved sponsors. Responses to the survey were discussed at the Committee's September 2007 meeting,

and the Committee will be developing methods for obtaining ongoing feedback from sponsors on a variety of topics.

- The Committee hosted a session entitled *Continuing Education and the APA: Issues, Innovations and Realities in Professional Learning* at the August 2007 APA Annual Convention. The session was chaired by CE Committee members Jeff Rankin, DMH (chair) and Greg Neimeyer, PhD. The invited panelists were Jo Linder-Crow, PhD, Director, California Psychological Association and Melvin Rogers, PhD, Past Chair, Pennsylvania Psychological Association. The Committee also held its annual roundtable for approved sponsors, which was attended by representatives from approximately 35 organizations.
- The Committee had a policy retreat in advance of its September 2007 meeting, during which it conducted a comprehensive review of the *Standards and Criteria Manual* which has now been in use for two years. As a result of this review, the Committee is recommending a change to Criterion D.1.2. This proposed revision is currently out for a 90-day public comment period. Feedback will be reviewed by the Committee at its March 2008 meeting. Assuming that no major changes are made, this proposed revision will then be sent to the Board of Educational Affairs for review. This proposed revision will ultimately require approval by the Council of Representatives.
- The Committee appointed Sally Oakes Edman and Douglas Wear as Chair and Vice Chair, respectively, for 2008. The five new Committee members beginning their three-year appointments in 2008 are: S. Morton McPhail, Ramona Moss, Michael Roberts, Kenneth Tercyak, and Tony Wu.
Addresses Priorities: 2, 5, 6

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 896 accredited programs in professional psychology (4 new programs: 3 internship programs and 1 postdoctoral residency program): 373 doctoral programs, 474 internship programs, and 49 postdoctoral programs. The Committee on Accreditation (CoA) held program review meetings on July 19-22 and October 18-21.

- Following the success of the 2007 Accreditation Assembly, the CoA announced that the 2008 Accreditation Assembly will take place May 30-31, 2008 in Minneapolis, MN.
- The CoA reviewed one public comment received on the addition of “denial of a site visit” to the *Accreditation Operating Procedures* as an accreditation decision. The item was sent to the Board of Educational Affairs and the Board of Directors and has been approved.
- After careful consideration of the public comments received, the CoA voted to adopt a proposed Implementing Regulation on academic residency for doctoral programs, with minor changes. This policy is effective immediately and can be viewed in its entirety on the CoA web site.
- The CoA made 3 proposed changes to the *Accreditation Operating Procedures* available for public comment. The first proposal alters the process for site visitor selection by shifting the responsibility for choosing visitors from programs to the CoA. The second proposal broadens the definition of the “generalist” site visitor for doctoral programs. The final proposal clarifies that the outcomes of applicant program reviews will be made public. To obtain further information on these proposals or to provide comments, please visit <http://apaoutside.apa.org/AccredSurvey/public/>. The comment period is open from August 14, 2007 until February 14, 2008.
- Members of the CoA, with the assistance of accreditation staff members, conducted accreditation workshops at the following conferences: APA Convention in San Francisco, CA; Association of Counseling Center Training Agencies (ACCTA) in Atlanta, GA; Association for Behavioral and Cognitive Therapies (ABCT) in Philadelphia, PA.
- The Transition to Commission subcommittee of the CoA developed an operating structure for the new 32-member Commission on Accreditation, which is in place as of January 1, 2008. The group developed criteria for filling the 2 Open Seats (which are appointed by the CoA itself) and developed a training schedule for new Commissioners. In addition, the group modified the CoA leadership structure to move from 2 to 3 elected positions, including 1 Chair, 1 Associate Chair for Program Review, and 1 Associate Chair for Quality Assurance. The full CoA subsequently accepted the recommendations of the subcommittee and modified the appropriate Implementing Regulations.
- During the fall meeting, the CoA elected 3 members to lead the Commission for 2008: Jeff Baker, PhD will serve as Chair; Tom DiLorenzo, PhD will serve as Associate Chair for Program Review; and Nancy Elman, PhD will serve as Associate Chair for Quality Assurance.

- The CoA concluded its pilot project at its fall 2007 meeting employing non-CoA member readers in a supporting role in the CoA's review of programs. The CoA evaluated the utility and effectiveness of utilizing Program Review Consultants (PRCs) in the review process, in preparation for the change in the structure of the CoA. The revised plan for the composition of the CoA includes the use of program review panels, which would include non-CoA members. Initial results show the pilot project to be a success, and the CoA was able to dedicate more time to its policy agenda, as program review became more efficient.
- Staff of the Office of Program Consultation and Accreditation closely followed Congressional developments in reauthorization of the Higher Education Act, as changes will have a major impact on the US Department of Education's standards for accrediting bodies. Dr. Susan Zlotlow chaired the External Recognition Issues Committee of the Association of Specialized and Professional Accreditors (ASPA) and worked directly on crafting language for the bill.
- Dr. Susan Zlotlow and Jordan Lamb (in collaboration with Dr. Merry Bullock) staffed the meeting of the Joint Board of Educational Affairs (BEA)/Committee on International Relations (CIRP) Task Force on APA's Role in International Quality Assurance. The report of the Task Force will be provided to appropriate APA governance bodies in the spring of 2008.
Addresses Priorities: 2, 5, 9