

**EDUCATION DIRECTORATE
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EXECUTIVE DIRECTOR
FEBRUARY-JULY 2008**

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

EDUCATION OUTREACH INITIATIVES

- The annual APA Education Leadership Conference (ELC) will be held on September 6 – 9. The theme for the 2008 ELC is *Internationalizing Psychology Education*. (page 4)

GOVERNANCE COMMITTEES AND TASKFORCES

- Senior Staff attended a meeting of the Trilateral Psychology Executive Roundtable (PER) and Council of Credentialing Organization in Professional Psychology (CCOPP). The agenda included discussion of current issues in credentialing such as assessment of competence and the development of regulations to ensure individuals who are licensed are appropriately qualified. Perspectives on these issues were presented from groups in the United States, Canada, and Mexico. (page 4)
- The Council of Chairs Training Councils (CCTC) addressed the following topics at their March meeting.
 - a report from the assessment of competencies benchmark workgroup,
 - the internship supply/demand imbalance,
 - an update on advocacy efforts in training and education,
 - workgroup and taskforce updates, and an update on reporting of licensure rates. (page 4)
- The Taskforce to Develop an APA Designation Process for Postdoctoral Psychopharmacology Education and Training met April 30th-May 2, 2008. This task force was charged with developing a detailed proposal that would include the structure of the designation system outlining the minimal standards of program

quality for psychopharmacology education and training programs and the composition of an appropriate body overseeing and implementing this system for review and approval by the Board of Directors and the Council of Representatives. (page 5)

EDUCATION ADVOCACY INITIATIVES

- In February, a standing room only crowd gathered in the U.S. Capitol to hear the APA Education Government Relations Office (EdGRO) sponsored briefing entitled, "PTSD, TBI & Post Deployment Adjustment: Addressing Challenges of Returning Military Personnel." (page 6)
- The House Labor, Health and Human Services, Education Appropriations Subcommittee recently marked up its funding bill for the 2009 fiscal year. In the bill, Congresswoman Rosa DeLauro (D-CT), Subcommittee member and champion of the GPE program included a significant increase \$4 million for FY 2009. (page 6)
- In June, the EdGRO hosted its first-ever on-line advocacy training Webinar, entitled *Advocating for a Piece of the Federal Pie: Gaining Support for Psychology Education and Training*. (page 6)

DIRECTORATE PROGRAMS IN EDUCATION

ENHANCEMENT OF PSYCHOLOGY IN EDUCATION

- The APA Coalition for Psychology in Schools and Education convened for its biannual meeting in Washington, DC to advance several initiatives including:
 - Psychological core knowledge and skills for K-12 teachers
 - A brochure that addresses the stress that new teachers face.
 - A conference and an edited book entitled *Taking Intergroup Theory to School*. (page 7)
- Center for Psychology in Schools & Education (CPSE) was involved in preparing for the Catalyst Mentorship Program that took place from June 26-July 5. The project brought together a second group of eminent chemical scientists and artists to mentor gifted adolescents. (page 9)

ENHANCEMENT OF EDUCATION IN PSYCHOLOGY

- Through the generous support provided of APA, the University of Puget Sound, the National Science Foundation, the American Psychological Foundation, Psi Chi, and a number of other co-sponsoring organizations, APA held the 2008 National Conference on Undergraduate Education in Psychology at the University of Puget Sound (Tacoma, Washington). (page 10)
- The fourth annual APA/Clark University Workshop for High School Teachers was held in July, at Clark University in Worcester, MA. Twenty-five high school teachers

- Education staff supported APA's participation as a Special Awards Organization at the Intel International Science and Engineering Fair (ISEF). Held annually, ISEF brings together nearly 1,500 high school students from 40 countries to compete for scholarships, tuition grants, internships, scientific field trips and the grand prize: a \$50,000 college scholarship. (page 9)
- Senior staff attended the mid-year meeting of the Association of State and Provincial Psychology Boards. A focus of the meeting was discussion of proposed language for regulatory boards regarding requirements for practicum training. (page 12)
- Staff completed a compilation of federal and private foundation sources of funding appropriate for psychology undergraduate and graduate students. These listings will soon be available on the GPET office Web site in both HTML and downloadable spreadsheet form. (page 12)
- For the 2008 APA Convention in Boston, the CEP Office has significantly increased the CE offerings this year with 5 pre-convention workshops, 84 scheduled workshops, and over 200 sessions. (page 13)
- The APA Online Academy offers programs virtual programs that blend multimedia presentations with interactive and downloadable presentation slides. APA currently offers nine programs. The new releases are:
 - Advanced Assessment and Treatment of Attention Deficit Disorders (ADD/ADHD)
 - Positive Aging: An Innovative Approach to Counseling Older Adults
 This fall, approximately 14 additional online programs will be available in a range of topics. (page 14)

QUALITY ASSURANCE IN EDUCATION AND TRAINING

- The Continuing Education Committee (CEC) approved 31 new organizations as sponsors of continuing education at its March 2008 meeting. There are currently 792 APA-approved sponsors. (page 14)
- Effective January 1, 2008, the 21-member Committee on Accreditation successfully transitioned to the new 32-member Commission on Accreditation. (page 15)
- During this reporting period, there were 898 accredited programs in professional psychology: 377 doctoral programs (including 5 newly accredited programs), 472 internship training programs (including 2 newly accredited programs), and 49 postdoctoral residency training programs. (page 15)
- The Commission adopted an Implementing Regulation on programs operating outside the United States. The Commission affirmed that it would not accredit any program

outside the US and its territories until APA adopts a policy regarding quality assurance by APA groups in other countries. (page 16)

EDUCATION OUTREACH INITIATIVES

- **The 2008 Education Leadership Conference**

The annual APA Education Leadership Conference (ELC) will be held on September 6-9. The theme for the 2008 ELC is *Internationalizing Psychology Education*. The ELC will address models, student issues, faculty development and engage in some of the critical conversations related to the globalization of higher education. As in years past, the ELC will also provide an opportunity for advocacy training and visits to Capitol Hill.

The long-term goals of the ELC are to:

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

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

Communications

GOVERNANCE COMMITTEES AND TASKFORCES

- The **Council of Chairs Training Councils (CCTC)** held its meeting on March 27, 2008. The mission of CCTC is to provide a forum for communication among the doctoral, internship and postdoctoral training associations in psychology. Principle topics of the March meeting included:
 - a report from the assessment of competencies benchmark workgroup,
 - the internship supply/demand imbalance,
 - an update on advocacy efforts in training and education,
 - workgroup and taskforce updates, and
 - an update on reporting of licensure rates.
- The **Competency Assessment Portfolio Group (CAP)** held its meeting on April 24-28, 2008. The work group, charged by BEA to develop a “tool kit” of resources for the assessment of competence, met to refine work products. It is hoped that final drafts will be available and disseminated to the public beginning this summer. Dissemination plans include Web-based resources, presentations at national meetings, and publication of a journal article.
- The **Trilateral Psychology Executive Roundtable (PER)** and the **Council of Credentialing Organization in Professional Psychology (CCOPP)** met May 16-17 in Chapel Hill, North Carolina. The agenda including discussion of current issues in credentialing such as assessment of competence and the development of regulations to ensure individuals who are licensed are appropriately qualified. Perspectives on

these issues were presented from groups in the United States, Canada, and Mexico. Discussion also focused on the growing need to develop guidance for accreditation and credentialing groups in their interactions with individuals and programs from other countries.

- The **Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)** held a meeting on May 8-9, 2008. CRSPPP reviewed a petition for a proficiency in Police Psychology and the petitions for renewal of recognition in the following specialties and proficiencies: a specialty in Forensic Psychology, and proficiencies in the Psychological Treatment of Alcohol and other Psychoactive Substance Use Disorders, and Psychopharmacology. In addition, CRSPPP also reviewed and discussed public comments submitted by APA boards and committees on its document, Principles for the Recognition of Proficiencies in Professional Psychology.
- **The Taskforce to Develop an APA Designation Process for Postdoctoral Psychopharmacology Education and Training** held a meeting on April 30th-May 2, 2008. This task force was charged with developing a detailed proposal that would include the structure of the designation system outlining the minimal standards of program quality for psychopharmacology education and training programs and the composition of an appropriate body overseeing and implementing this system for review and approval by the Board of Directors and the Council of Representatives.

EDUCATION ADVOCACY INITIATIVES

Education Advocacy Trust

www.apaedat.org

- The Education Advocacy Trust (EdAT) is working to promote psychology's full engagement of the advocacy process. EdAT has been soliciting contributions through the APA dues statement and direct communication with individuals with a stake in psychology's education advocacy agenda.

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 so far this year.

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.

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.

- In February, a standing room only crowd gathered in the U.S. Capitol to hear the APA Education Government Relations Office (EdGRO) sponsored briefing entitled, "PTSD, TBI & Post Deployment Adjustment: Addressing Challenges of Returning Military Personnel." The briefing was cosponsored by Congressman Bill Young (R-FL) and Congressman Sam Farr (D-CA) and included a panel that addressed personal challenges and professional approaches to treating wounded warriors dealing with post traumatic stress disorder, traumatic brain injury and issues in readjusting to civilian life following deployment to Iraq or Afghanistan.
- In May, EdGRO worked in collaboration with Public Interest GRO, the International Society for Traumatic Stress Studies (ISTSS), and the Iraq and Afghanistan Veterans of America (IAVA) to co-sponsor a congressional briefing entitled "Addressing the Mental Health Needs of Service Members, Veterans, and their Families: Innovative Strategies for Prevention, Treatment, and Recovery". This event was hosted in collaboration with Representatives Grace Napolitano (D-CA) and Tim Murphy (R-PA) and the Congressional Mental Health Caucus.
- In June, the EdGRO hosted its first-ever on-line advocacy training Webinar, entitled *Advocating for a Piece of the Federal Pie: Gaining Support for Psychology Education and Training*. Education GRO is in the process of developing a series of advocacy training Webinar sessions that will be available online to psychologists all across the country.
- APA EdGRO staff has been working hard along with members of its Federal Education Advocacy (FEDAC) grassroots network to gain increased funding for the GPE program which would provide more funding for currently existing Graduate Psychology Education (GPE) grants as well as increase the number of available grants. The House Labor, Health and Human Services, Education Appropriations Subcommittee recently marked up its funding bill for the 2009 fiscal year. In the bill, Congresswoman Rosa DeLauro (D-CT), Subcommittee member and champion of the GPE program included a significant increase \$4 million for FY 2009. To learn more about FEDAC visit www.apa.org/ppo/ppan/fedac.html.

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**

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 June 6-8, 2008, the Coalition convened for its biannual meeting in Washington, DC to advance several initiatives including:

- Psychological core knowledge and skills for teachers: This Coalition project focuses on answering the question, "What is the core knowledge that a high quality educator needs to know from psychology?"
 - A brochure for new teachers that will (a) describe high stress as a normative part of the first year or two of teaching, (b) describe strategies for helping the new teacher cope with or process the normative levels of stress that he/she is experiencing, (c) identify issues and times of the year that are usually associated with higher-than-normal levels of stress (e.g., parent/teacher conferences), and (d) describe signs that a new teacher is experiencing problematic levels of stress and how to help when this happens.
 - A conference and an edited book entitled *Taking Intergroup Theory to School*. The idea is to invite psychologists (e.g., from developmental and social psychology) who have conducted research on various aspects of intergroup theory to discuss the application and implications of their work to the school setting.
- **Classroom Violence Directed at K-12 Teachers Task Force**
The Center for Psychology in Schools and Education (CPSE) is staffing a task force 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 task force will be to gather and translate psychological science on this topic into an accessible resource for teachers. This resource 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.

Although the first task force meeting will not occur September 25-26, 2008, task force members have already begun preparing for the meeting and have been discussing possible directions and products for the task force

- **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.

Currently the Task Force is working on getting their ten teaching strategy modules ready for teacher piloting which is set to commence by the end of the summer.

- **Professional Development - Practical Classroom Management Online Module**
With the support of BEA, an online professional development module entitled *Practical Classroom Management: Class-wide and Individual Strategies* was developed by Dr. Russell Skiba and Dr. Jack Cummings from Indiana University. The module 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. Based on the teacher 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 entitled *Interventions for Classroom Disruption: Addressing Emotional and Behavioral Problems in the Classroom*. Both are expected for completion by fall 2008.
- **Guide to the Use of Multiple Methods in Randomized Controlled Trials in Assessing Intervention Effects: The Promise of Multiple Methods**
An interactive guide will soon be posted to the CPSE Web site highlighting definitions and samples from studies that employ this complex and rigorous research design. The text has been written by David Grissmer, principal scientist at the Center for the Advanced Study of Teaching and Learning at the University of Virginia in Charlottesville, and edited by CPSE. Dr. Grissmer will be requesting reviews of the text in July from scholars whose work is prominently mentioned in the background material for the Guide.
- **NSF Grant Proposal: Study of the Impact of Specialized Public High Schools of Science, Mathematics, and Technology**
In January, 2008 CPSE submitted a grant to the National Science Foundation's Education and Human Resources Directorate to fund a study exploring educational factors associated with specialized schools that contribute to the science research pipeline. Of special interest are the psychosocial and learning variables needed to meet national needs for academic competitiveness in the sciences, including behavioral sciences.

During May and June CPSE received notice that the submission was under consideration. Notification is expected in August.

- **National Education Association (NEA) Meeting**
On April 22nd, CPSE staff met with directors of 6 offices of the NEA to discuss two projects:
 - materials devoted to preventing and addressing violence directed at teachers
 - modules for teachers translating psychological science for classroom practice.

In addition the meeting addressed a new Coalition project exploring the psychological supports teachers need to enter or leave the teaching profession. NEA staff greeted

the CPSE projects as original and potentially highly valuable contributions to educators.

- **Catalyst Mentorship Program (Catalyst)**

CPSE staff was involved in preparing for Catalyst 2008 that took place from June 26-July 5. The project brought together a second group of eminent chemical scientists and artists to mentor gifted adolescents. Of special interest is the focus on tacit/practical knowledge provided by the mentors in helping to prepare young people for the stresses and joys of competitive careers. To learn more about the Catalyst program visit www.apa.org/ed/catalyst_home.html.

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.

Precollege Initiatives

- **Intel International Science and Engineering Fair (ISEF)**

Education staff supported APA's participation as a Special Awards Organization at the Intel International Science and Engineering Fair (ISEF), held in Atlanta, GA. Held annually in May, ISEF brings together nearly 1,500 high school students from 40 countries to compete for scholarships, tuition grants, internships, scientific field trips and the grand prize: a \$50,000 college scholarship. APA granted seven awards to the best projects in the psychological sciences. During two days of intense judging, a panel of psychologists served as judges and selected the top seven projects from all science projects related to psychology. The effort is funded and organized through the Education Directorate. All winners received a scholarship, a certificate, and a one-year student membership to APA.

- **APA/Clark University Workshop for High School Teachers**

The fourth annual APA/Clark University Workshop for High School Teachers was held in July 21-23, 2008, at Clark University in Worcester, MA. The goal of the annual workshop is to promote and advance the teaching of precollege psychology. Twenty-five 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 TOPSS and Clark psychology professors. Stephen Kosslyn, PhD, of Harvard University delivered the keynote address on *Imagery Engineering: Designing Presentations to Facilitate Subsequent Mental Imagery of the Material*. 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.

- **TOPSS Unit Lesson Plan**

The APA Education Directorate published a modular lesson plan for high school psychology teachers on *The Psychology of Sexual Orientation*, developed jointly by TOPSS and the APA Committee of Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBC). Lead author Nathan Grant Smith, PhD, McGill University, worked with high school teachers Jeanne Blakeslee and Hilary Rosenthal to develop the unit. The teaching resource will be available via the TOPSS Web site, and hard copies are available upon request.

Two and Four-Year College Initiatives

- **APA National Conference on Undergraduate Education in Psychology**

Education Directorate staff were involved in planning for the 2008 APA National Conference on Undergraduate Education in Psychology. Through the generous support provided by APA, the University of Puget Sound, the National Science Foundation, the American Psychological Foundation, Psi Chi, and a number of other co-sponsoring organizations, APA held the 2008 National Conference on Undergraduate Education in Psychology (June 22-27, 2008) at the University of Puget Sound (Tacoma, Washington). Participants examined recent changes in students and faculty; in knowledge about how people learn; and in beliefs about what students need to know to be informed citizens of the world, caring family members, and productive workers who can meet the challenges of the coming decades. Attendees also considered how undergraduate education in psychology needs to change to meet these new challenges.

- **Online Psychology Laboratory**

PCUE is continuing its efforts to build the Online Psychology Laboratory (OPL). Now in its third year of development and funding by the National Science Foundation, OPL consists of interactive, Web-deliverable psychology experiments and demonstrations, a cumulative data archive, and pedagogical materials. Web usage for OPL has increased almost 35% (172,252 total page views for January-June 2008) over this same reporting period from 2007. For more information, visit OPL on the Web at <http://opl.apa.org>.

- **Board of Educational Affairs (BEA) Block Grants**

Staff continued its support of BEA awards programs such as the BEA block grant awards to support conferences for precollege and undergraduate teachers of psychology. This spring, BEA awarded \$5,000 to support several conferences to enhance the teaching of psychology.

APA Psychology Department Program (PDP)

APA's Psychology Department Program provides access to the APA's many teaching and advising publications as well as subscriptions to APA magazines and newsletters for departments at a price of \$300.00 per year. The 2007-2008 program includes the new editions of *Career Paths in Psychology: Where Your Degree Can Take You*; *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*; *Graduate Study in Psychology: 2008*, the Careers in Psychology video, three complimentary student affiliate memberships, in addition to subscriptions to the *Monitor on Psychology*, *gradPSYCH*, the *Psychology Teacher Network*, and *The Educator*. The PDP has also recently added the PDP-NEWS, an online news source for psychology faculty and students. APA also provides a link to participating psychology departments on the APA Web site. For more information, visit www.apa.org/ed/pcue/psydeptprog.html.

Meetings and Outreach Initiatives

- The Director was invited to serve as a panelist for a featured session at the Association of American College's and Universities' Network for Academic Renewal conference on Integrative Designs for General Education and Assessment. The title of the featured session was *Cultivating liberal education outcomes: Perspective of disciplinary societies*. During this session the Director disseminated the *APA Guidelines for the Undergraduate Psychology Major* and discussed teaching resources available through the APA web site. Representatives from the disciplines of sociology and mathematics also served on this panel.
- The Director served as a judge for the Christopher Columbus Awards Program. This program is a national, community-based science and technology program for middle school students. The Christopher Columbus Awards Program is endorsed by the National Science Foundation. Eight finalist teams were selected to attend an all-expense paid trip to Disney World in order to compete for a \$25,000 grant.
- The Director delivered the keynote address for 14th Annual All-Maryland Community College Academic Team Recognition Awards Program. The purpose of the program was to recognize the achievements of community college honor students who made the first and second academic teams in the state of Maryland.
- The Director was invited to attend the *AAC&U Institute Design Charrette* held July 10-12. The purpose of this meeting was to design a Mock Institute for faculty teams that will take place in July 2009.
- The Director received an invitation from Secretary of Education Margaret Spellings to attend a summit titled "A test of leadership: committing to advance postsecondary education for all Americans." The summit was held July 17-18 in Chicago, IL.

Office of Graduate & Postgraduate Education & Training (GPET)
www.apa.org/ed/graduate

The mission of the Office of Graduate and Postgraduate Education and Training is to advance the quality and public understanding of graduate and postdoctoral education and training in preparation for careers in teaching, research, and applications of psychology as a scientific discipline and profession.

Conferences and Meetings

- Staff attended the mid-year meeting of the Association of State and Provincial Psychology Boards. A focus of the ASPPB meeting was discussion of proposed language for regulatory boards regarding requirements for practicum training. The model regulations were developed in consultation with individuals from the education and training community and informed by the significant initiatives that have been underway by APA and others related to assessing and defining competence.
- Staff also attended or presented at the International Counseling Psychology Conference, the Council of Chairs of Training Councils, the American Council on Education, and the Association of Academic Health Centers

Ongoing Outreach Activities

- Staff completed a compilation of federal and private foundation sources of funding appropriate for psychology undergraduate and graduate students. These listings will soon be available on the GPET office Web site in both HTML and downloadable spreadsheet form. The listings include contact information for the funding source and any special considerations necessary for the scholarship/fellowship/research award application.
- Staff compiled a listing of graduate departments that have reported graduate program vacancies for the fall semester of 2008. This listing is now available in PDF form on our office website.
- The office completed its annual on-line collection of information from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*, during the months of February and March. The publication and online product provide information from approximately 600 departments of psychology related to employment outcomes of graduates, degree and admission requirements, tuition costs, availability of internships, and other information. An extensive revision of the introduction section entitled “Considering Graduate Study” will be available in the 2009 edition. The online product is available through the APA website at www.apa.org/gradstudy.
- One of the two 2007 Awards for Innovative Practices in Graduate Education in Psychology was presented to a departmental representative from the University of Washington at the 2008 Annual Meeting of Council of Graduate Departments of

Psychology (COGDOP), held February 22-24 in San Antonio, TX. A representative of the Adler School was unable to attend the meeting, so the award was presented to the program at the Adler School of Professional Psychology at their campus in Chicago. Dr. Clare Porac, Associate Executive Director for Graduate and Post Graduate Education, presented both awards.

- The Innovative Practices in Graduate Education in Psychology is reviewed and awarded by APA through BEA and COGDOP. The University of Washington, Department of Psychology was recognized for its innovations in competency-based clinical scientist training. The doctoral program in clinical psychology at the Adler School of Professional Psychology was recognized for its distinctive and innovative focus on the education and training of socially responsible practitioners.

Office of Continuing Education in Psychology (CEP)

www.apa.org/ce

The CEP Office continues to offer and to expand programs and products for the continuing education of psychologists and other mental health professionals. Live programming (workshops and seminars) is offered 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 other APA offices.

- **2008 APA Annual Convention**

For the 2008 Convention in Boston, the CEP Office has significantly increased the CE offerings this year with 84 scheduled workshops and over 200 sessions. Submitted workshops and sessions were reviewed by the Continuing Education Committee and their decisions were based on a number of criteria including the need to maximize the breadth of topic areas and conference room and staffing capacity.

- **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 presentation slides. APA offers nine programs. The new releases are:
 - Advanced Assessment and Treatment of Attention Deficit Disorders (ADD/ADHD)
 - Positive Aging: An Innovative Approach to Counseling Older Adults
This fall, approximately 14 additional online programs will be available in a range of topics.
- **APA DVD and CD series programs**—these programs feature distinguished psychologists demonstrating specific approaches to a patient and practice problems.
- **APA book-based and journal article-based programs** – APA now offers more than 70 programs that cover a broad array of areas of interest.

Upcoming releases are:

- *Behavioral Interventions in Cognitive Behavior Therapy: Practical Guidance for Putting Theory Into Action*
 - *Childhood Mental Health Disorders: Evidence Base and Contextual Factors for Psychosocial, Psychopharmacological, and Combined Interventions*
 - *Cognitive Therapy with Suicidal Patients*
 - *Emotion-Focused Couples Therapy: The Dynamics of Emotion, Love, and Power*
 - *Inclusive Cultural Empathy: Making Relationships Central in Counseling and Psychotherapy*
 - *Pedophilia and Sexual Offending Against Children*
 - *Sex Offending: Causal Theories to Inform Research, Prevention, and Treatment*
 - *A Spiritual Strategy for Counseling and Psychotherapy, Second Edition*
 - *Unlocking the Potential of Patients With ADHD: A Model for Clinical Practice*
- **Continuing Education Sponsorship**

The CEP office has continued to sponsor workshops offered by other APA Offices, including CE credits for two conferences this spring: the ABA/APA Child Custody Conference in Chicago and the Work, Stress, and Health Conference in Washington, DC. In addition, the office is offering CE credits for selected workshops at the International Congress of Psychology in Berlin this July.

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 31 new organizations as sponsors of continuing education at its March 2008 meeting. There are currently 792 APA-approved sponsors.
- The Sponsor Approval System has received 18 applications for one-time course approval to date in 2008.
- The Committee had a full-day policy retreat in advance of its March 2008 meeting. Included in the discussion were reviews of comments received by Boards and Committees as well as the public on a proposed change to Criterion D.1.2 of the Standards and Criteria for Approval of Sponsors. The proposed revision will be sent

to the Board of Educational Affairs for review and action including a recommendation regarding approval to the Council of Representatives.

- The Committee continues to engage in outreach activities to promote understanding of its policies and procedures including appointing a member to serve as a liaison to the Committee for the Advancement for Professional Practice.

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.

- Effective January 1, 2008, the 21-member Committee on Accreditation successfully transitioned to the new 32-member Commission on Accreditation. The first meeting for the 2008 Commission on Accreditation was held in February. This meeting included an orientation session for new members and a training session on program review for all members. Commission members also received updates on higher education in the US and discussed current policy issues.
- During this reporting period, there were 898 accredited programs in professional psychology: 377 doctoral programs (including 5 newly accredited programs), 472 internship training programs (including 2 newly accredited programs), and 49 postdoctoral residency training programs.
- The Commission on Accreditation (CoA) held a program review meeting on April 3-6, 2008 during which the CoA reviewed 75 programs for both initial and re-accreditation. Three programs were placed on “accredited, on probation” status. None of those programs appealed that decision. The next program review meeting will occur on July 17-20, 2008.
- With the assistance of accreditation staff members, members of the CoA conducted accreditation workshops at the following conferences:
 - National Council of Schools and Programs of Professional Psychology (NCSPP) – Austin, TX
 - Council of University Directors of Clinical Psychology (CUDCP) – San Antonio, TX
 - Council of Directors of School Psychology Programs (CDSPP) – Deerfield Beach, FL
 - International Counseling Psychology – Chicago, IL

In addition, accreditation workshops were conducted at The School at Columbia University (New York, NY) as well as the Accreditation Assembly (Minneapolis, MN).

- A revised *Memorandum of Understanding* (MOU) that allows the CoA to cease concurrent accreditation of programs in Canada has been signed. Per the MOU, concurrent accreditation in Canada will end effective September 1, 2015. A student who graduates from a program that was accredited by the APA at the time of his or her graduation (i.e., a graduation date which must be prior to September 1, 2015), can claim to have graduated from an APA-accredited program.
- The Commission adopted an Implementing Regulation on programs operating outside the United States. The Commission affirmed that it would not accredit any program outside the US and its territories until APA adopts a policy regarding quality assurance by APA groups in other countries. In late 2007, accreditation staff members staffed the Joint Board of Educational Affairs (BEA)/Committee on International Relations (CIRP) Task Force on APA's Role in International Quality Assurance. During this reporting period, the report of the Task Force was reviewed by BEA and CIRP. The draft report should be circulated to appropriate APA governance bodies this fall.
- The CoA reviewed the comments received on potential changes to Section 3.1 of the *Accreditation Operating Procedures* (AOP) regarding site visitor selection and the definition of the generalist visitor to doctoral programs. In considering the comments received, the CoA voted not to make these changes at this time. The CoA plans to increase its efforts at recruiting generalist site visitors and to review the operations of its new database before taking final action on either of these proposals.
- The CoA previously posted for comment a change to Section 8 of the AOP which clarifies that the outcomes of programs applying for initial accreditation will be made public. After reviewing the comments received, the CoA voted to approve this change and recommended that the APA Board of Directors vote to accept the change as well.
- Effective January 2007, all accredited doctoral programs were required to provide information on its education and training outcomes to the public per the CoA's Implementing Regulation C-20. The Commission adopted an update to IR C-20 to require reporting of graduates' licensure rates and student attrition data to be provided in a specific format. The updated IR C-20 was effective January 1, 2008.
- Based upon feedback from site visitors, the CoA adopted an Implementing Regulation to allow visitors to see the program's response to their site visit report. After a final decision has been made, visitors will receive confidential copies of that response and the CoA's final decision letter. Visitors to all site visits after January 1, 2008 will receive a copy of that report.

- The Office began using its new Web-based database system and will evaluate its effectiveness prior to opening the system to programs and site visitors for electronic submission of accreditation program review materials.
- The Accreditation Annual Report Online (ARO), which opened for accredited programs on April 22, 2008, now uses the new software and database system for reports by accredited programs. Accreditation staff members are evaluating the revised format for ease of data entry.
- The second Accreditation Assembly was held May 30-31, 2008 in Minneapolis, MN. The 2008 Assembly included accreditation workshops and a number of breakout sessions. The schedule included sessions on the assessment of competency, FERPA-HIPAA, changes in accreditation, aspects of program review, and looking to future issues in accreditation of professional psychology. The CoA sought input and provided several opportunities for questions and answers throughout the meeting. The presentations and session notes are in the process of being placed on the accreditation web pages. We hope to also include videotapes of some of the key sessions. The draft survey completed by attendees indicates that it was a useful and productive meeting.
- Staff has kept CoA informed of issues related to higher education and accreditation. CoA is an active member of the Association of Specialized and Professional Accreditors (ASPA) and has been involved in discussions regarding the importance of continuing to keep accreditation as a voluntary peer review process. Dr. Susan Zlotlow is currently the Chair of the External Reviews Issues of ASPA. That group has been working with other accreditors and institutional membership groups on issues related to accreditation in the Higher Education Authorization bill. Dr. Zlotlow continues to be involved in discussions regarding the Higher Education Reauthorization. This is of particular importance to the Commission on Accreditation, as the CoA is scheduled for review in 2009 of its 5-year continued recognition. The review will occur under the (to be) revised regulations and newly structured advisory council to the Secretary of the US Department of Education.