

**EDUCATION DIRECTORATE  
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EXECUTIVE DIRECTOR  
FEBRUARY-JULY 2009**

### ***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 October 3-6. The theme for the 2009 ELC is *Preparing Tomorrow's Health Workforce*. The ELC will examine psychology's progress in preparing tomorrow's health work force, and identify areas needing further attention. (page 5)

#### ***GOVERNANCE COMMITTEES AND TASKFORCES***

- Violence Directed Against K-12 Teachers Task Force gathered in Washington, DC for their second and final meeting. Participants reviewed content that will be included in a brochure entitled, *Violence Against Teachers: A Silent National Crisis*. The brochure, aimed for teachers and pre-service teachers, offers definitions of teacher violence, rates of violence, costs of such violence, tips for preventing classroom violence, appropriate responses to student indicators of aggression, and advice for handling a violent incident, should one occur. (page 5)

#### ***EDUCATION ADVOCACY INITIATIVES***

- In March, legislation in both the U.S. House and U.S. Senate of Representatives seeking funds under a newly established program to be used to provide mental and behavioral health services to students; provide outreach to notify students about available services; education for families, faculty, staff and peers to increase awareness about mental and behavioral health issues; support student groups that seek to educate and reduce stigma; employ appropriately trained staff; expand mental health training through internship, post-doctorate and residency programs; develop and support evidence based practice and emerging best practice and evaluate and disseminate best practices to other colleges and universities. (page 7)

- For the first time in the eight year history of the Graduate Psychology Education (GPE) Program, legislation explicitly authorizing the GPE Program has been introduced in both the U.S. Senate and U.S. House of Representatives. An explicit authorization would facilitate funding the GPE Program during the annual appropriations process (i.e., GPE would have its own “line” in the federal budget). (page 8)

## ***DIRECTORATE PROGRAMS IN EDUCATION***

### ***ENHANCEMENT OF PSYCHOLOGY IN EDUCATION***

- The Center for Psychology in Schools and Education (CPSE) launched two classroom management modules on its Web site at <http://www.apa.org/ed/cpse/class-management.html>  
One module covers general classroom management and the second focuses on dealing with students' disruptive behavior, from leaving their seats without permission to talking back to teachers to physical aggression. (page 10)
- CPSE – in collaboration with the Coalition for Psychology in Schools and Education’s Core Knowledge project and 20 deans of education who are psychologists – has been developing a project designed to identify and translate research from psychological science central to topics (content and/or skill) aspiring teachers should master to be effective in the PreK-12 classroom. (page 10)

### ***ENHANCEMENT OF EDUCATION IN PSYCHOLOGY***

- Education staff supported APA’s participation as a Special Awards Organization at the Intel International Science and Engineering Fair (ISEF), held in Reno, NV. 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. (page 11)
- The fifth annual APA/Clark University Workshop for High School Teachers was held on July 13-15, 2009, at Clark University in Worcester, MA. Twenty 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. (page 11)
- Office of Precollege and Undergraduate Education (PCUE) staff coordinated a “Day of Exploration” for the annual conference of the National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST). NCSSSMST supports and advances the efforts of specialized schools in mathematics, science, and technology. (page 12)

- The Director participated in a meeting of the Project Kaleidoscope (PKAL) Disciplinary Societies and Education Association (DSEA) Alliance in June which served as an opportunity for this body to share information about activities within the disciplinary societies that play a role in strengthening undergraduate STEM learning and in enhancing the scholarly work of STEM faculty at all career stages. (page 14)
- The preliminary work for the 2010 *Graduate Study in Psychology* has been completed, including an extensive revision of the introduction section entitled “Considering Graduate Study,” and the publication will be available for purchase at the APA Convention in August. 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. (page 15)
- For the 2009 convention in Toronto, the Continuing Education in Psychology (CEP) Office has increased its CE offerings by over 50%. This year the office will sponsor 67 CE workshops and 300 CE sessions, including all of the nearly 100 Convention-Within-a-Convention sessions. (page 16)
- APA Online Academy programs—these are virtual programs that blend multimedia presentations with interactive and downloadable presentation slides. Since February of this year, CEP has increased the number of Online Academy programs by 400% by adding 13 new programs. (page 17)
- Clinician’s Corner Workshop Series—The Clinician's Corner is a series of mini-workshops that feature leading practitioners and scholars working in key areas of professional practice. All workshops include CE credits and are held at APA Headquarters in Washington, DC. (page 18)

### **QUALITY ASSURANCE IN EDUCATION AND TRAINING**

- The Continuing Education Committee (CEC) approved 26 new organizations as sponsors of continuing education at its March 2009 meeting. There are currently 795 APA-approved sponsors. (page 18)
- At the end of this reporting period, there were 892 accredited programs in professional psychology: 373 doctoral programs, 471 internship training programs (including 5 newly accredited programs), and 48 postdoctoral residency training programs. (page 19)
- The third annual Accreditation Assembly was held May 29-30, 2008 in San Diego, CA. Approximately 170 people attended the event from a diverse blend of training groups in professional psychology. Members of the Commission on Accreditation (CoA) conducted sessions on the assessment of competencies, practicum training, diversity recruitment, technology, and other aspects of program review; “advanced track” sessions were also offered for attendees experienced with accreditation. (page 19)

- 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. (page 20)
- The CoA is scheduled for its 5-year review by the U.S. Department of Education (USDE) in 2009. During this reporting period, Office staff worked on the required petition for continued recognition and submitted it for the June 29, 2009 deadline. Because the final new regulations will not be effective until November 2009, the CoA will likely not be reviewed until June of next year. (page 20)

## **EDUCATION OUTREACH INITIATIVES**

- **The 2009 Education Leadership Conference**

The annual APA Education Leadership Conference (ELC) will be held on October 3-6. The theme for the 2009 ELC is *Preparing Tomorrow's Health Workforce*. The ELC will examine psychology's progress in preparing tomorrow's health work force, and identify areas needing further attention. 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**

- **Education Directorate Web site relaunch**

The final phase of the extensive revisions and content review to all pages within the Education Directorate Web site began May 29<sup>th</sup> and concluded July 15<sup>th</sup>. The focus of this process was to ensure continuity with the coming new APA Web site as well as to improve the user experience through improved structure, internal search engine optimization and more refined visual design.

## **GOVERNANCE COMMITTEES AND TASKFORCES**

- **Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)**, held a meeting on May 7-9, 2009. CRSPPP reviewed six petitions for either new or continued recognition as a specialty or proficiency in professional psychology. In addition, CRSPPP also reviewed and discussed public comments submitted by APA boards and committees on proposed revisions to its document, *CRSPPP Procedures*. CRSPPP continues to work on the development of a taxonomy for professional psychology.

- **Violence Directed Against K-12 Teachers Task Force**

From May 27-28, 2009, the Violence Directed Against K-12 Teachers Task Force gathered in Washington, DC for their second and final meeting. Participants reviewed content that will be included in a brochure entitled, *Violence Against Teachers: A Silent National Crisis*. The brochure, aimed for teachers and pre-service teachers, offers definitions of teacher violence, rates of violence, costs of such violence, tips for preventing classroom violence, appropriate responses to student indicators of aggression, and advice for handling a violent incident, should one occur. Most of the information on the brochure is based on current school violence literature,

as there is no research base for violence directed specifically at teachers and other school personnel. The brochure will not only inform teachers about prevention and intervention of school violence, but also serve as a vehicle for collecting anecdotal information to inform a white paper that will describe the Task Force's work and a suggested research agenda.

- **Task Force on Psychology as a STEM discipline (in collaboration with the Science Directorate)**

With advances in neuroscience, genetics, and translational research, psychology is more relevant than ever and we must take advantage of these opportunities to remain a vibrant and productive discipline. However, psychological science is usually not viewed as one of the core science, technology, engineering, and mathematics (STEM) disciplines, despite the application and relevance to each of these fields.

Dr. Bray's Presidential *Task Force on the Future of Psychological Science as a STEM Discipline* is designed to meet the following objectives:

- Articulate the rationale for why psychology is a core STEM discipline
- Develop the strategies for re-defining psychology as a STEM discipline
- Determine what resources are needed to advocate effectively for psychology as a STEM discipline to science policy makers and elected officials
- Identify the barriers and needed resources to implement these changes and ways to address these barriers
- Develop key partnerships for implementing APA's advocacy efforts.

Jack Dovidio, PhD (Yale University) was appointed by Dr. Bray as chair of the Task Force. The other members include:

- Francis Durso, PhD (Georgia Tech University)
- David Francis, PhD (University of Houston)
- David Klahr, PhD (Carnegie Mellon University)
- Jennifer Manly, PhD (Columbia University)
- Valerie Reyna, PhD (Cornell University)

## **EDUCATION ADVOCACY INITIATIVES**

### **Education Advocacy Trust**

[www.apaedat.org](http://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](http://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.

- **Retooling the Health Care Workforce for an Aging America Act**  
Senator Herbert Kohl (D-WI) introduced S. 245 in the Senate on January 14, 2009 and Representative Jan Schakowsky (D-IL) introduced the companion bill (H.R. 468) in the House on January 13th. The legislation includes statutory language similar to the Health Professions and Primary Care Reinvestment Act (noted below) giving eligibility to graduate programs of psychology to: (1) expand funding for Geriatric Education Centers for grants to offer short-term intensive courses in geriatrics; (2) expand the Geriatric Academic Career Awards program to include junior faculty in psychology; (3) authorize a new Geriatric Career Incentive Awards program to provide financial support for health professions students including psychology; and (4) analyze current and projected needs for health professionals, including psychologists in long-term care. This legislation would also authorize a research study on the geriatric mental health workforce.
- **Geriatrics Loan Forgiveness Act**  
The Geriatric Loan Forgiveness Act (H.R. 1457), introduced on March 12, 2009 by Representative Rosa DeLauro (D-CT), would deem certain accredited geriatric health education and training programs to be considered "obligated service" for the purposes of the National Health Service Corps Loan Repayment program (NHSC LRP). For example, this legislation would allow psychologists serving in underserved areas through the NHSC to receive training in geriatrics and have that training count as obligated service time. The NHSC LRP provides \$25,000 per year to repay student loans in exchange for work in a designated health professional shortage area.
- **Mental Health on Campus Improvement Act**  
On March 24th, 2009 Senator Dick Durbin (D-IL) and Senator Susan Collins introduced S. 682, the Mental Health on Campus Improvement Act. The following day, Representative Jan Schakowsky (D-IL) introduced companion legislation (H.R. 1704) in the U.S. House of Representatives. Both bills allow for funds under a newly established program to be used to provide mental and behavioral health services to students; provide outreach to notify students about available services; education for families, faculty, staff and peers to increase awareness about mental and behavioral health issues; support student groups that seek to educate and reduce stigma; employ

appropriately trained staff; expand mental health training through internship, post-doctorate and residency programs; develop and support evidence based practice and emerging best practice and evaluate and disseminate best practices to other colleges and universities. This important legislation will complement the Campus Suicide Prevention program authorized under the Garrett Lee Smith Memorial Act of 2004. <http://www.apa.org/ppo/education/durbin-revised.html>

- **GPE Authorizing Bills Introduced in Congress**

For the first time in the eight year history of the Graduate Psychology Education (GPE) Program, legislation explicitly authorizing the GPE Program has been introduced in both the U.S. Senate and U.S. House of Representatives. Senate Bill (S. 811), the Graduate Psychology Education Act, was introduced on April 2nd by Senator Daniel Inouye (D-HI) and an identical House Bill (H.R. 2066) was introduced on April 23rd by Representatives Gene Green (D-TX) and Tim Murphy (R-PA). Passage of S. 811 and H.R. 2066 would amend the Public Health Service Act and fully designate the GPE Program as a federal program. An explicit authorization would also facilitate funding the GPE Program during the annual appropriations process (i.e., GPE would have its own “line” in the federal budget). <http://www.apa.org/ppo/education/gpe-intro.html>

- **Psychology Represented On Proposed National Health Workforce Commission (Health Access and Health Professions Supply Act)**

The Senate Finance Committee’s Transforming the Health Care Delivery System: Proposals to Improve Patient Care and Reduce Health Care Costs (April 29, 2009) contains a proposal to develop a national workforce strategy with the establishment of a National Health Workforce Commission that would include representation by a psychologist. The Commission is detailed in S. 790, the Health Access and Health Professions Supply Act (HAHPSA) of 2009, introduced by Senator Jeff Bingaman (D-NM). In addition, psychology is listed as one of the health professions included in workforce data collection. Hospitals and medical facilities in health professional shortage areas would also be able to receive federal funds for hiring psychologists. Finally, as one of the designated behavioral and mental health professions, psychology would also secure its eligibility and participation in the expanded National Health Service Corps Scholarship and Loan Repayment programs and in the newly established Public Health Science Scholarship Program as well. <http://www.apa.org/ppo/education/gro-victory.html>

- **Gaining Psychology Interns Eligibility for Medicare Payments to Hospitals**

In addition to psychology being included on the proposed National Health Workforce Commission, S. 790 would amend the Social Security Act and make the cost of training psychology interns eligible for Medicare payments to hospitals. Psychology would also be specifically named or included through the term “behavioral and mental health professionals” in: (1) any workforce data collection and analysis; the expansion of the National Health Service Corps Scholarship and Loan Repayment Program; (2) training to become commissioned officers in the Public Health Service through a newly established Public Health Science Track; and (3) a new Health

Professions Training Pipeline Partnerships Program to increase the number of young adults entering the health professions.

- **Child Health Care Crisis Relief Act (S. 999, H.R.1932)**

Representative Patrick Kennedy (D-RI) introduced H.R. 1932 on April 2, 2009 and Senator Jeff Bingaman (D-NM) introduced a companion bill (S. 999) on May 7th. This legislation would make graduate students of psychology who are focusing on the mental health needs of children eligible for loan repayment and scholarships. In addition, psychology graduate programs would be eligible for grants to provide internships and field placement and for developing and expanding child and adolescent mental health programs.

- **Health Professions and Primary Care Reinvestment Act**

The Health Professions and Primary Care Reinvestment Act (HPCRA) will likely be reintroduced in June in the U.S. House of Representatives by Representative Diana DeGette (D-CO) and a slightly different version in the U.S. Senate by Senator Jack Reed (D-RI). Both bills would amend Title VII of the Public Health Service Act to address workforce shortages of health professionals. It is expected that there will be a section in each bill authorizing the GPE Program, i.e., the Senate will take the Inouye bill (S.811) and the House will take the Green-Murphy bill (H.R. 2066). Both bills are also expected to include statutory language that gives psychology eligibility in the health professions education programs on geriatrics. They include making graduate programs of psychology eligible for the funding for Geriatric Training for Geriatric Training Program for Physicians, Dentists, (GTPD) and psychology faculty eligible for the Geriatric Academic Career Awards (GACA). Psychologists are currently eligible for the Geriatric Education Centers (GEC). Both bills include provisions on workforce collection and analysis of our nation's health care workforce, as well.

- **Senate HELP Committee Affordable Health Choices Bill**

Throughout the month of June the Ed GRO staff has worked to gain important technical corrections to the workforce section of the draft Senate Affordable Health Choices bill, which is currently being marked-up by the Senate Health, Education, Labor & Pensions (HELP) Committee. These corrections are especially important to protecting the GPE Program, and include: 1) a separate authorization of appropriations (up to \$10 million) for psychology doctoral, internships, and postdoctoral programs; and 2) a definition for psychology that reads, "accredited program of professional psychology."

## **ENHANCEMENT OF PSYCHOLOGY IN EDUCATION**

### **Center for Psychology in Schools & Education (CPSE)**

[www.apa.org/ed/cpse](http://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.

- **Guide to Multiple Methods of Education Research**  
CPSE presented one of its products, the *Guide to the Use of Randomized Controlled Trials (RCTs) in Assessing Intervention Effects: The Promise of Multiple Methods* to 80 deans of education and at a double session at the Society for Research in Child Development. The *Education Researcher*, distributed to all members of the American Educational Research Association also featured the guide. This guide and its accompanying narrative take the reader through the lifecycle of a research study on the effects/effectiveness of a social intervention. It is intended for instructional use with new researchers, as well as to assist consumers of education research such as policy makers and school leaders contracting research and evaluation work.
- **Classroom Management Modules**  
CPSE launched two classroom management modules on its Web site at <http://www.apa.org/ed/cpse/class-management.html>  
One module covers general classroom management and the second focuses on dealing with students' disruptive behavior, from leaving their seats without permission to talking back to teachers to physical aggression.
- **Study of the Impact of Specialized Public High Schools of Science, Mathematics, and Technology**  
In September, 2008, CPSE was awarded a \$1M grant by the National Science Foundation for a three-year project that focuses on a sample of 5,000 specialized public SMT high school graduates who completed high school within the last four to six years and compares them with 1,000 similarly talented people who graduated from traditional high schools in the last four to six years.

In the last six months, CPSE and their University of Virginia partners have been developing a survey instrument to be tested with graduates of the pilot school. The survey should be launched in the fall.

- **Core Knowledge from Psychology for Teachers**  
CPSE – in collaboration with the Coalition for Psychology in Schools and Education's Core Knowledge project and 20 deans of education who are psychologists – has been developing a project designed to identify and translate research from psychological science central to topics (content and/or skill) aspiring teachers should master to be effective in the PreK-12 classroom. Concurrently, the project aspires to identify mechanisms for applying psychological science from adult education and instructional design to the preparation of teachers. CPSE has thus far

acquired letters of support for the project from the two accrediting bodies of teacher education, the Educational Testing Service (ETS), which develops teacher licensing examinations for states; Teach For America; and the National Association for State Boards of Education.

## **ENHANCEMENT OF EDUCATION IN PSYCHOLOGY**

### **Office of Precollege and Undergraduate Education (PCUE)**

[www.apa.org/ed/pcue](http://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 Reno, NV. 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 and Extended Summer Institute for High School Teachers**  
The fifth annual APA/Clark University Workshop for High School Teachers was held on July 13-15, 2009, at Clark University in Worcester, MA. Twenty 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 Teachers of Psychology in Secondary Schools (TOPSS) and Clark psychology professors. Ludy T. Benjamin, Jr., PhD, of Texas A&M University, delivered a keynote address entitled *Why are Psychologists Keeping Their Science a Secret from the Public?* Eric Amsel, PhD, of Weber State University, delivered a presentation called *Challenging Introductory Psychology Students' Folk Beliefs of the Discipline: A Simulation*. Dr. Amsel also presented a keynote address entitled *Psychology Students' Understanding of The Scientific Foundation of the Discipline*. Maureen McCarthy, PhD, Kennesaw State University, gave a presentation on the APA Online Psychology Laboratory (OPL). 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.

At the conclusion of the Clark Workshop, a group of eight master teachers participated in a Summer Institute for Psychology Teachers on July 15-17, 2009. Through funding provided by American Psychological Foundation (APF) and the Education Directorate, Clark University hosted the 2009 Summer Institute that provided an opportunity for these teachers to develop the content for two new TOPSS unit lesson plans on the following topics:

- History, Perspectives, and Careers in Psychology
- Research Methods and Statistics

### ***Two and Four-Year College Initiatives***

- **APA National Conference on Undergraduate Education in Psychology**  
Education Directorate staff submitted an annual report to the National Science Foundation in May 2009 to provide a summary on the 2008 APA National Conference on Undergraduate Education in Psychology (FY 2008). The Education Directorate also published highlights from the conference in a special issue of the *Psychology Teacher Network* newsletter ([www.apa.org/ed/](http://www.apa.org/ed/)). During the past year, conference participants have been heavily involved in dissemination efforts; numerous sessions have been held at international and national meetings and teaching conferences. Most recently, Diane Halpern, PhD, the conference chair, has worked closely with the BEA steering committee, the working group leaders, and APA staff to complete work on the forthcoming APA book entitled *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* (August 2009).
- **Research Initiatives**  
Through funding provided by the APA Board of Directors in 2008, the office worked with the Committee of Psychology Teachers at Community Colleges (PT@CC) to develop and launch an on-line questionnaire distributed to nearly 12,000 psychology teachers at community colleges in late November and early December. This project was an effort to gather data about the teaching of psychology at community colleges and also an opportunity through which the committee will create an expanded network of psychology faculty. The committee continued its work on preparing a summary of survey results to disseminate this information and to foster outreach efforts to expand their network of psychology teachers at community colleges.
- **Online Psychology Laboratory**  
The Associate Executive Director and Director, Precollege and Undergraduate Education, participated in a webinar sponsored by the National Science Foundation on the National Science Digital Library (NSDL) in May. The purpose of the webinar was to discuss next steps for funded projects, including the APA Online Psychology Laboratory (OPL), and to share the results of the work that has been completed thus far.

- **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)**  
The Education Directorate is working to develop and expand the APA PDP for 2009-2010. The PDP bolsters APA's support of psychology departments (especially those in smaller colleges) by providing a single location 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.

### ***Meetings and Outreach Initiatives***

- The Director gave two presentations about careers in psychology in February. Dr. Robin Hailstorks spoke to multiple groups of middle school students at a Career Fair sponsored by Thomas Jefferson Middle School in Washington, DC. Dr. Hailstorks also gave a presentation to undergraduate psychology majors at American University. Dr. Hailstorks shared a number of resources from APA and provided information about preparing for graduate education and careers in psychology. In April, Dr. Hailstorks and other APA staff convened a program for faculty and students from Prince George's Community College to discuss APA programs, internship opportunities, and preparing for a career in psychology.
- The Director presented at the annual meeting of the Independent Colleges Office in early March. As one of six representatives from disciplinary societies, Dr. Robin Hailstorks participated in a panel discussion on the topic of Leveraging Resources from Professional Communities. The other disciplinary societies represented at this meeting were the American Philosophical Society, the American Chemical Society, the Mathematical Association of America, the American Society for Microbiology, and the American Physical Society. Approximately 30-35 liaisons from Independent Colleges attended this meeting. Jeanne Narum, director of the Independent Colleges Office, requested the disciplinary societies to send representatives to the 2010 meeting to discuss leadership development.
- PCUE staff coordinated a "Day of Exploration" for the annual conference of the National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST). NCSSSMST supports and advances the efforts of specialized schools in mathematics, science, and technology. Working in collaboration with the APA Ethics Office and the APA Science Directorate, Dr. Robin Hailstorks presented information about APA and provided an overview of the programs and activities coordinated by the APA Education Directorate. Dr. Stephen Behnke and Dr. Sangeeta Panicker shared information about their initiatives, and

- The Director presented at the annual convention of the American Association of Community Colleges (AACCC) on the topic of *Psychology's Role in Student Success Pathways for Diverse Populations* in Houston, Texas in April 2009.
- 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 participated in a meeting of the Project Kaleidoscope (PKAL) Disciplinary Societies and Education Association (DSEA) Alliance in June which served as an opportunity for this body to share information about activities within the disciplinary societies that play a role in strengthening undergraduate STEM learning and in enhancing the scholarly work of STEM faculty at all career stages. This meeting was a forum for sharing information about the scope and intent of current activities within the DSEA community and provided a valuable opportunity for participating groups to consider strategies to collaborate and leverage the work of colleagues.

**Office of Graduate & Postgraduate Education & Training (GPET)**  
[www.apa.org/ed/graduate](http://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***

- Council of Chairs Training Council (CCTC), held a meeting in March 2009. 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 meeting included:
  - planning for a joint meeting of members from all training councils that belong to CCTC in 2010
  - the internship match imbalance
  - an update on advocacy efforts in training and education
  - an update on practicum standards recently proposed by ASPPB
- Staff attended the membership meeting of the Association of Postdoctoral Programs and Internship Centers (APPIC) held in Portland, OR. The focus of the meeting was on competency measurement. Staff gave a presentation on the *APA Toolkit for Competency Assessment* and a governance member presented on the *APA*

*Competency Benchmarks.* Staff also attended the APPIC board meeting where issues such as the internship match imbalance were discussed

- Staff attended the board of directors and membership meeting of the Association of State and Provincial Psychology Boards (ASPPB) held in Boston, MA. Issues of interest discussed at the meetings were changes to state licensing laws related to the APA policy on the sequence of education and training leading to licensure, efforts to promote quality in practicum training, the provision of telehealth services, and proposed revisions to the APA model license act
- Staff attended the Chairs of Counseling Psychology Training Programs (CCPTP) mid-year meeting in Savannah, GA where presentations were given about the Toolkit and another on a project developed through this office related to dealing with students with competence problems.
- Staff attended meetings of the Council of University Directors of Clinical Psychology (CUDCP) and the Council of Clinical Health Psychology Training Programs (CCHPTP) held in Albuquerque, NM. Staff gave a presentation on APA competency initiatives to CCHPTP as part of the overall meeting theme on assessment of competence in education and training programs.
- Staff attended and presented at the mid-year meeting of the Council of Directors of School Psychology Programs (CDSPP) on the APA Competency Benchmarks. Staff facilitated small group discussions by conference attendees on infusing competency assessment into school psychology training programs.

### ***Ongoing Outreach Activities***

- Staff compiled a listing of graduate departments that have reported graduate program vacancies for the fall semester of 2009. This listing is now available in PDF form on our office Web site (<http://www.apa.org/ed/graduate/graduate-openings-2009.pdf>).
- ***Graduate Study in Psychology***
  - Staff completed the data collection for the *Graduate Study in Psychology* 2010 publication. The preliminary work for the publication has been completed, including an extensive revision of the introduction section entitled “Considering Graduate Study,” and the publication will be available for purchase at the APA Convention in August.
  - The office completed its annual on-line collection of information from graduate departments of psychology for the publication and online product, *Graduate Study in Psychology*, during the months of February and March. The publication and online product provide information from approximately 600 departments of psychology related to employment outcomes of graduates; degree and admission requirements; tuition costs, availability of internships; and other information. The online product is available through the APA Web site at <http://www.apa.org/gradstudy/>. The collection of information and publication of

the *Graduate Study in Psychology* is a cooperative effort by individuals within the APA offices of Internet Services, Publications, Research and the Education Directorate.

- **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 October 2008 BEA meeting, the BEA awarded grants for support of the following conferences and workshops to be held in 2009:

- Develop and integrate new student training opportunities through attendance at Mental Health-Education Integration Consortium (MHEDIC) Critical Issues meeting, Spring 2009
  - Support of 2009 conference entitled “Assessing competencies in clinical health psychology”
  - Support of 2009 mid-winter conference on changes in national training expectations
  - Support of 2009 conference entitled “Leadership: Preparation and Transformation”
  - Support of 2009 conference on best practices in internship and postdoctoral training
- Staff Interns have been preparing updated and enhanced information about sources of undergraduate and graduate student educational funding for the APA Web site. Also staff interns have been analyzing datasets to gather information about master’s level education in psychology as well as the psychology internship match imbalance.

**Office of Continuing Education in Psychology (CEP)**

[www.apa.org/ce](http://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. CEP offers live programming (workshops and seminars) at its annual convention and independent study through online programs, DVD, CD, book-based, and journal-based programs. In addition, the CEP sponsors workshops offered by other APA offices.

- **2009 Annual Convention**

For the 2009 convention in Toronto, the CEP Office has increased its CE offerings by over 50%. This year the office will sponsor 67 CE workshops and 300 CE sessions, including all of the nearly 100 Convention-Within-a-Convention sessions. Deliberate attention has been directed at diversifying the CE offerings, including a strong emphasis on science-based programs, in addition to the practice-based offerings.

- **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. Since February of this year, CEP has increased the number of Online Academy programs by 400% by adding 13 new programs. New programs added since that time include:

- Positive Aging: An Innovative Approach to Counseling Older Adults

Upcoming releases include:

- Duty to Protect: Ethical, Legal, and Clinical Considerations, The
- Psychological Consultation in Child Protection Issues

**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 80 programs that cover a broad array of areas of interest. Production of these independent study programs has increased nearly 100% this year. Upcoming releases include:

- *Addictive Behaviors: New Readings on Etiology, Prevention, and Treatment*
- *Addressing Cultural Complexities in Practice, Second Edition: Assessment, Diagnosis, and Therapy*
- *Assessment of Older Adults with Diminished Capacity: A Handbook for Lawyers*
- *Behavioral Emergencies: An Evidence-Based Resource for Evaluating and Managing Suicidal Behavior, Violence, and Victimization*
- *Blueprint for Change: Achieving Integrated Health Care for an Aging Population Project*
- *Body Image, Eating Disorders, and Obesity in Youth: Assessment, Prevention, and Treatment, Second Edition*
- *Casebook for Clinical Supervision: A Competency-Based Approach*
- *Cognitive Therapy for Suicidal Patients: Scientific and Clinical Applications*
- *Collaborative Psychotherapist: Creating Reciprocal Relationships With Medical Professionals, The*
- *Consulting Psychology: Selected Articles by Harry Levinson*
- *Cultural Competence in Trauma Therapy: Beyond the Flashback*
- *Development of Giftedness and Talent Across the Life Span, The*
- *Domestic Violence*
- *Duty to Protect: Ethical, Legal, and Professional Considerations for Mental Health Professionals, The*
- *Insight in Psychotherapy*
- *Integrated Behavioral Health in Primary Care: Step-by-Step Guidance for Assessment and Intervention*
- *Interpersonal Theory of Suicide: Guidance for Working With Suicidal Clients, The*

- *Preventing Partner Violence: Research and Evidence-Based Intervention Strategies*
- *Trauma Services for Women in Substance Abuse Treatment: An Integrated Approach*
- **Clinician’s Corner Workshop Series**—The Clinician's Corner is a series of mini-workshops that feature leading practitioners and scholars working in key areas of professional practice. All workshops include CE credits and are held at APA Headquarters in Washington, DC. The following workshops were offered between March and June:
  - Sexual Addiction and Compulsivity
  - Grief Therapy and the Reconstruction of Meaning
  - Internet Addiction: Diagnostic Considerations and the DSM-V
  - Dealing with Addictions: Assessment and Intervention in Ongoing Psychotherapy
  - The Duty to Protect: Ethical, Legal, and Professional Considerations

Upcoming workshop:

  - Key Practices for Culturally Alert Counseling— September 18, 2009
- **Continuing Education Sponsorship**  
The CEP office has continued to sponsor workshops offered by other APA Offices, including Accreditation and Public Interest.

## **QUALITY ASSURANCE IN EDUCATION AND TRAINING**

### **Continuing Education Sponsor Approval System (CE/SAS)** [www.apa.org/ce/sponsorapproval](http://www.apa.org/ce/sponsorapproval)

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

- The CE Sponsor Approval System is working with APA Information Technology Services (ITS) to develop an online system for sponsors.
- CE/SAS has received 20 applications for one-time course approval to date in 2009.
- The Continuing Education Committee (CEC) approved 26 new organizations as sponsors of continuing education at its March 2009 meeting. There are currently 795 APA-approved sponsors.
- The Committee has been reviewing and making modifications to their policies, procedures, and technical assistance to enhance the clarity of information available to existing and potential sponsors.

- The Committee is working with the SAS to collect and disseminate data about continuing education for psychologists.

**Office of Program Consultation & Accreditation (OPCA)**  
[www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The Office of Program Consultation and Accreditation assists the Commission 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.

- At the end of this reporting period, there were 892 accredited programs in professional psychology: 373 doctoral programs, 471 internship training programs (including 5 newly accredited programs), and 48 postdoctoral residency training programs.
- The 2009 CoA held two meetings during this reporting period; the annual policy meeting in mid-January and the first program review meeting in April, at which 71 programs were reviewed for initial or reaccreditation. Both meetings provided time for discussing current policy issues and continuing projects in work groups.
- The CoA accepted public comments on proposed Implementing Regulations to clarify specific portions of the *Guidelines and Principles for Accreditation* (G&P). Two of the proposed IR's were related to each of the two provisions of Domain D: Cultural and Individual Diversity. The third IR was an attempt to create a broader discussion of the use the term "empirically supported procedures" in the G&P. Comments were accepted until March 23, 2009. In considering the comments received, the CoA will be revising the IR's for Domain D based upon the feedback provided. For the item on empirically supported procedures, the CoA will be looking into different language for an IR clarifying this requirement at the doctoral, internship, and postdoctoral residency levels.
- The Accreditation Annual Report Online (ARO) opened for accredited programs on April 15, 2009 and the window will remain open until September. This is the second year using the new software and database system for reports by programs, and accreditation staff members continue to evaluate the revised format for ease of data entry.
- The third annual Accreditation Assembly was held May 29-30, 2008 in San Diego, CA. Approximately 170 people attended the event from a diverse blend of training groups in professional psychology. Members of the CoA conducted sessions on the assessment of competencies, practicum training, diversity recruitment, technology, and other aspects of program review; "advanced track" sessions were also offered for

attendees experienced with accreditation. The CoA sought input and provided several opportunities for questions and answers throughout the meeting, including an Open Forum. The presentations and session notes are in the process of being placed on the accreditation web pages. Preliminary results from the online survey completed by attendees were very positive and indicate that it was a productive meeting.

- With the assistance of accreditation staff members, members of the CoA conducted numerous accreditation workshops at training council meetings throughout the winter and spring on site visitor training and writing self-studies.
- The staff of the accreditation office 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. Office staff continue to monitor the negotiated rulemaking sessions in order to assure CoA's compliance with changing accreditation recognition policies.
- The CoA is scheduled for its 5-year review by the U.S. Department of Education (USDE) in 2009. During this reporting period, Office staff worked on the required petition for continued recognition and submitted it for the June 29, 2009 deadline. Because the final new regulations will not be effective until November 2009, the CoA will likely not be reviewed until June of next year.
- As part of the CoA's self-assessment process for the USDE petition, the Office conducted a survey among program training directors to determine whether the degree to which the accreditation standards (G&P) represent relevant indicators of quality of training in professional psychology and are clear in their meaning. The preliminary survey results were included in the USDE petition, along with a comparison of the same results from 5 years ago. The CoA will be looking at these data in more detail during their July and October meetings as part of their larger discussion as to whether the standards need to be updated, and in what ways.