

Board of Educational Affairs (BEA) 2008 Annual Report

BEA Members: Barney Beins, PhD; Rosie Bingham, PhD; Ronald Brown, PhD; Linda Campbell, PhD; Y. Barry Chung, PhD; Jane Close Conoley, PhD; Louise Douce, PhD; M. Marlyne Kilbey, PhD; Janet Matthews, PhD; Gilbert Newman, PhD (Chair); Pamela Reid, PhD; Jacquelyn White, PhD

Staff Liaison: Luis Espinoza

BEA addresses issues that encompass all levels of education from pre-K to continuing education to life-long learning. This report provides information on some of BEA's major activities.

2008 Education Leadership Conference (ELC): *Internationalizing Psychology Education*

The ELC is an opportunity to strengthen the discipline's infrastructure in relation to education in psychology and psychology in education. The long-term goals for 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; and impact public policy regarding education in psychology and psychology in education.

The 2008 ELC was held in the Washington, DC on September 6–9, with 163 individuals participating, including representatives from 16 psychology education and training organizations, 27 Divisions, 15 APA governance groups, and 11 other psychology organizations. The ELC also provided an opportunity for advocacy training and visits to Capitol Hill. On Tuesday, September 9, 98 psychologists went to Capitol Hill to increase federal support for psychology education and training programs.

The 2009 ELC is scheduled for October 3-6, 2009 at the Mayflower Hotel in Washington, DC. The theme will be "Preparing Tomorrow's Health Workforce."

Education Advocacy Trust (EdAT)

EdAT is a trust of APA's companion organization, the APA Practice Organization -- a 501(c)(6) tax status organization -- and BEA members serve as the trustees for the EdAT. EdAT promotes 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.

Psychology Public Education Campaign (PPEC)

At the November 2006 meeting, BEA and the Board of Scientific Affairs (BSA) unanimously endorsed the development of a multimedia public education campaign. The Psychology Public Education Campaign (PPEC), developed by the Education and Science Directorate and the Public and Member Communications Office, in consultation with BEA and BSA, is complementary to the one developed by the Practice Directorate's Public Education Campaign, a campaign that communicates the value of psychology as a health care profession to the public. PPEC is designed to focus more broadly on the discipline of psychology, and its relevance to societal needs and everyday life.

The Public and Member Communications Office reported to BEA and BSA on the results of its research at the October 2008 meeting. BEA and BSA then asked staff to develop a plan for implementation. Unfortunately, given budgetary constraints and staff shortages this could not be accomplished during the last few months of 2008.

Application of Psychology to Educational Processes and the Role of Psychology in School Systems at the Pre-k-12 Level

Center for Psychology in Schools and Education (CPSE) & Coalition for Psychology in Schools and Education

BEA provides advice and guidance for activities of the Education Directorate's CPSE and is also represented on the Coalition for Psychology in Schools and Education. The Coalition is devoted to improving the quality of PK-12 education through the application of psychological science and strives to

promote cooperation among APA Boards, Committees, Divisions and various interest groups and affiliates who are working to enhance education and teacher training for children and adolescents.

BEA Task Force on Translating Psychological Science into Classroom Practice

The task force's mission has been to create a state of the art web-based mechanism for communicating psychological science related to instructional strategies that have been shown to promote learning in schools and present the research in ways that are accessible to teachers and parents.

Based on the task force's expertise, the available psychological literature, and recent findings from the *APA Teacher Needs Survey*, several teaching strategies were identified and are being developed. In each case the materials highlight gaps in the literature that need to be filled with studies based on different developmental levels and sub-populations.

The following teaching strategies were selected by the Task Force for development:

- How Do My Students Think: Diagnosing Student Thinking
- How Do I Get My Students Over Their Alternative Conceptions (Misconceptions)?
- Practice for Knowledge Acquisition (Not Drill and Kill)
- Using classroom data to give systematic feedback to students in order to improve learning.
- Improving Students' Relationships with Teachers to Provide Essential Supports for Learning
- Classroom Management
- Bullying in School
- Using praise to enhance student resilience and learning outcomes
- Developing Responsible and Autonomous Learners: A Key to Motivating Students
- Research in Brain Function and Learning

For each of these topics an on-line module was constructed to give teachers information about what to do and what not to do, the theory and research that support the recommendations, and information on individual differences that affect application of the topic. These modules are being field tested with teachers and will be available on-line at the APA website in late 2009.

BEA Task Force on Violence Directed Against Teachers: Prevention and Intervention

During a discussion of activities conducted by CPSE at the March 2007 BEA meeting, BEA members identified violence directed against teachers as an important issue that CPSE could address. In response, BEA supported the creation of a task force and a first meeting during 2008. CPSE is staffing this task force whose goal is 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 has thus far been to gather behavioral and social science on this topic. The second phase of the project will be to translate this science 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.

Precollege and Undergraduate Psychology Education

National Conference on Undergraduate Education in Psychology

In 2006, BEA appointed a conference steering committee to develop a proposal for a national conference on undergraduate education in psychology. In the proposal, the steering committee developed a conference framework to address some of the critical issues in education that have occurred since the 1991 APA National Conference on Enhancing the Quality of Undergraduate Education in Psychology was held at St. Mary's College of Maryland.

The APA National Conference on Undergraduate Education in Psychology occurred on June 22-27, 2008 at the University of Puget Sound in Tacoma, Washington. It provided a forum to examine critical issues in undergraduate education and to recommend ways to enhance instruction based on changes in the discipline, student and workforce needs, new and emerging technologies and realities of contemporary academic life. Other topics relevant to the redesign of undergraduate education in psychology included applications from the science of learning, increased diversity in our students and faculty, learning

outcomes assessment, models of curricula, quality in instruction, and new ethical concerns created by a revolution in our biological and sociocultural understanding of psychology.

BEA Block Grant Awards in Support of Precollege and Undergraduate Teaching Conferences

In 2008, BEA awarded five block grants, totaling \$5,000, to support teaching conferences that enhance the quality of teaching and learning outcomes at the precollege and undergraduate level.

Graduate and Postgraduate Psychology Education

Competence Initiatives in Professional Psychology Education and Training

BEA has promoted a series of initiatives related to defining and assessing competence in professional psychology. Two outcomes have been the 1) Assessment of Competency Benchmarks Document, and 2) Toolkit for the Assessment of Competence in Professional Psychology (Toolkit).

The Assessment of Competency Benchmarks Document outlines core competencies and operationally defines behavioral indicators of competence across three stages of education and training in professional psychology: entry to practicum, entry to internship, entry-level to practice. The completion of this document represents years of effort by numerous individuals and is the first such effort to define competence along a developmental continuum. The Toolkit is a companion reference to the Benchmarks document that includes several components. One of the two more significant is a grid that cross references the core competencies and fifteen methods to assess competence and provides a rating of the utility of the measure to assess the specific competence. The second is a fact sheet for fifteen different methods that are applicable to assess competence in professional psychology that describe the method, discusses its applicability in terms of the competencies it best assesses and for what purpose and at what level of professional development, the strengths and challenges of the measure, and available psychometric information.

BEA/Committee for the Advancement of Professional Practice (CAPP) Task Force to Develop an APA Designation Process for Postdoctoral Psychopharmacology Education and Training Programs

The BEA/CAPP 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. The need for such a system is described in the *Recommended Postdoctoral Education and Training Program in Psychopharmacology for Prescriptive Authority*, which was approved, in principle, by the Council of Representatives on August 19, 2007.

The task force intends to present a full proposal for a designation system along with the *Recommended Postdoctoral Education and Training Program in Psychopharmacology for Prescriptive Authority and Model Legislation for Prescriptive Authority* to the Board of Directors and Council for approval in 2009. Pending approval by the Council of Representatives of this proposal at its August 2009 meeting, programs would be encouraged to submit designation applications with the goal of applicant programs becoming designated as early as 2010.

Psychology Internship Match Rates

Since 2007, BEA has discussed the ongoing imbalance in the number of students seeking professional psychology internships and the number of available slots through the match process conducted by the Association of Psychology Postdoctoral and Internship Centers. At its Fall 2007 meeting, BEA received the *Internship Imbalance Report* and enthusiastically endorsed the recommendations within the report. The Board of Directors has acknowledged the imbalance as a critical issue and one that requires coordinated effort across all parts of APA and psychology's education and training organizations and related groups.

A group of Council of Chairs of Training Councils (CCTC) members most impacted by the match imbalance met on September 5-6, 2008 to further develop and implement the report's recommendations. The group produced a report and progress on the action steps identified in that report were discussed by

BEA at its Fall 2008 meeting.

BEA Block Grant Awards in Graduate Education

In 2008, BEA awarded five block grants, totaling \$10,000, to support small conferences and workshops that advance the quality of graduate and postgraduate education and training.

BEA Composition

In 2008, BEA's composition consisted of eight women and four men. Among them, nine members are Caucasian women or men, one of which is an openly gay woman; two are African-American women; and one is an Asian-American man.