Graduate Education: Issues and Concerns
Paul D. Nelson, Director
Graduate and Postgraduate Education and Training
Education Directorate

In reflecting on issues and concerns about graduate education in psychology, the Education Directorate and Board of Educational Affairs employ a frame of reference shaped by two major perspectives. One is that of the historical development of psychology as a discipline, its science and its profession. The other is that of graduate education in the broader context of our national and global community.

These two perspectives are not entirely independent, of course, in that the development of graduate education in psychology historically has mirrored the advancement of graduate education in all disciplines in many ways. A few of the ways in which this can be benchmarked are: the number and diversity of graduate programs and, correspondingly, graduate degrees awarded; the availability of public funding for research and related scholarly work as well as for student support; increasing concerns among educators about restrictive implications of legal and regulatory provisions of government and accrediting agencies, related to issues of public accountability; academic freedom, tenure, and other conditions of employment; and, from the graduate student perspective, time to degree (at doctoral level), financial burdens, and the employment market upon graduation relative to the student’s goals, interests, and capabilities.

Two other issues of common concern among graduate education disciplines are to:
1. clarify the purpose and learning objectives of master’s degree programs in contrast to doctoral degree programs in the discipline; and
2. ensure a more demographically diverse workforce of persons with advanced graduate and professional degrees in our society.

In contrast to these issues and concerns relatively common among disciplines, there are some notable ways in which graduate education in psychology is relatively distinctive from that in other disciplines and professions.
Overcoming Barriers to Advocacy

I was delighted to represent APA at the White House for the signing of the Garrett Lee Smith Memorial Act, which contains portions of the APA-crafted Campus Care and Counseling Act. Although not all provisions were incorporated, this act does acknowledge the significant toll that mental and behavioral health problems take on our college campuses. We are also excited by the recent announcement from SAMHSA for the new grant program. See the following Web site for more information: http://fedgrants.gov/Applicants/HHS/SAMHSA/CMHS/SM-05-015/Grant.html. It is especially important to note that both counseling centers and psychology training clinics are eligible for funding.

We were also pleased to be able to maintain stable funding for the Graduate Psychology Education (GPE) Program in fiscal year 2005, when many other domestic spending programs were severely cut. The work of our Education Public Policy staff and our Federal Education Advocacy Coordinators (FEDAC) has been invaluable to these efforts. We now have 168 campus training representatives nationwide, but we do need more. If your program is not represented, please contact Amanda Ring at ARing@apa.org. We cannot succeed in our efforts without an active grassroots network.

However, even with the good work of our staff and an active grassroots network, we still face significant barriers in the advocacy process. We cannot engage in any political campaign activity, even for candidates who support our initiatives. This is because the American Psychological Association (APA) is incorporated as an organization that is tax exempt pursuant to Section 501(c)(3) of the Internal Revenue Code, a provision that prohibits such activity as well as limits the amount of lobbying activity in which we can engage. Our colleagues in the Practice Directorate experienced similar problems some years ago, problems that were resolved by the APA Council of Representatives establishing a companion organization to APA—the APA Practice Organization (APAPO). The APAPO is a 501(c)(6) organization that was created in order to permit all forms of advocacy to be conducted on behalf of practitioners' professional interests, including any activity that promotes the profession's interest, unlimited lobbying, and political activity—within the limits of existing resources, of course. Those resources are provided solely through the Practice Assessment, paid by those of us who are licensed health care practitioners, as well as through revenues from additional products and services developed by the APAPO.

Education also needs a 501(c)(6) advocacy structure if we are to overcome current barriers to full participation in the advocacy process. To facilitate this, we have been working in collaboration with the Practice Directorate and our relevant governance groups (the Board of Educational Affairs and the...
Committee for the Advancement of Professional Practice) to explore ways in which this might be possible within the APAP 501(c)(6) structure. One mechanism under discussion is the creation of an Education Grantor Trust that would be supported by voluntary payments from those in the education and training community to an Education Advocacy Fund. We are excited about the synergism that could come from such collaboration. Stay tuned for future developments.

**ALERT:** New Resources for Campuses

$1.5 Million for Campus Mental and Behavioral Health

The Substance Abuse and Mental Health Services Administration (SAMHSA) will provide $1.5 million from its fiscal year 2005 discretionary budget to fund the campus provisions of the Garrett Lee Smith Memorial Act (GLSMA), which became law in October 2004. In addition, the President's budget for fiscal year 2006 includes $1.5 million for this new program. Congressional leaders, including Senators Gordon Smith, Mike DeWine, Jack Reed, Chris Dodd, and Harry Reid, as well as Representatives Danny K. Davis, Tom Osborne, Bart Gordon, and Greg Walden, fought to ensure the program received funding in fiscal year 2005 and was included in the President's budget in fiscal year 2006.

APA first proposed creating a competitive grant program to institutions of higher education (IHE) to address the mental and behavioral health needs of college students through the Campus Care and Counseling Act (CCCA; HR 3593/S 2215). Elements of the CCCA are included in the GLSMA, which was named after Senator Gordon Smith's (R-OR) son, who committed suicide.

The Mental and Behavioral Health on Campus program will provide competitive grants to IHEs to support resources and education for students through college counseling centers, university psychological service centers, mental health centers, psychology training clinics, or IHE evidence-based mental health and substance abuse programs.

The Education Public Policy Office will work closely with SAMHSA administrators in the implementation of this program and provide important updates related to the grant competition. APA will also seek to expand the uses of funds during reauthorization and fight for additional fiscal year 2006 funds.
The very nature of psychology as a scientific discipline is such that its biopsychosocial orientation intersects virtually all other disciplines, as do its applications with regard to other professions. This breadth of our discipline is advantageous in many ways, one of which is that it affords opportunity for interdisciplinary research and practice, an increasingly important quality for public funding support. This breadth also poses challenges for graduate educators, one of the foremost among which historically is the question: "Is psychology a unitary discipline?" The pedagogical sequel to this question has been: "Is there a core body of knowledge and skills that all psychology students should acquire at the master's-degree and doctoral-degree levels?" Another challenge posed by the interdisciplinary opportunities for psychology is that of maintaining a core identity of psychology as a discipline, the involvement of psychologists and graduate students in neuroscience research being a frequently cited contemporary example. Participants at the inaugural Education Leadership Conference grappled with what is core to psychology and agreed upon some basic components as described in the following excerpt (ELC Question Working Group No. 3, 2001):

First, psychological science and practice today have as a foundation many bodies or domains of knowledge. The discipline is too broad and complex to have as its foundation a single body of knowledge. While some leaders of the discipline have attempted to develop integrative theories across these bodies of knowledge, the number and diversity of the latter make it difficult for all students to be expected to master or even find relevant to their areas of study the full spectrum of knowledge in psychology. What all students must learn, the group agreed, is that there are multiple determinants of behavior. In their graduate education, students are afforded different types of opportunities to learn about subsets of these determinants through their research and other studies. This education also is intended to prepare students to learn how to learn in new domains of knowledge as such become relevant as possible determinants of behavior in the areas of their focus as these evolve through their careers.

Although there were some differences of opinion among group participants about whether there should be a core curriculum for all doctoral students in psychology, as there may have been 50 years ago, the reality of graduate education in doctoral programs today is that there is not such a curriculum for all students. The closest to a set of core requirements is in doctoral programs preparing students for areas of professional practice, in which there are specified areas of foundational knowledge and related competencies expected of graduates. But, here too, there may be little overlap between the preparation of any two students in areas so broad as "social determinants of behavior." This observation notwithstanding, the group did agree on the principle that doctoral education in psychology should emphasize breadth as well as depth of focus. How this principle is implemented in graduate departments, however, should not be prescribed. Differentiation of new areas of inquiry within the traditional boundaries of psychology and expansion of those bounds through exciting new interdisciplinary collaborations are promising developments for the field, but they present significant challenges to older notions of common mastery of core areas by all doctoral students.

With the advancement of knowledge and breadth of the discipline of psychology, doctoral programs preparing graduate students for scientific careers have characteristically adopted a more highly specialized research focus, very often employing a "mentor model" in which a few graduate students work closely with one another and a faculty mentor. Although students in these programs may have formal
course work in psychology and other disciplines related to their research, the general manner in which their graduate education is structured varies from program to program, even at times from student to student in the same program. Breadth of preparation in these programs often includes interdisciplinary as well as intradisciplinary study, tailored to and pursued in individualized programs targeted to specific foci of specialization. It is through their research agenda and mentoring that these doctoral students are challenged to explore the multiple determinants of behavior in their area of focus, pursue diverse learning methods, and develop attitudes and ethical principles of scientific inquiry and explanation.

In contrast, other doctoral programs in psychology, especially those preparing students for professional practice, are designed to ensure that students learn at graduate levels of instruction about biological, cognitive, affective, social, and individual difference bases of behavior. These programs also tend to familiarize their students with the history of thought in the discipline, research methods, statistics, qualitative analysis, and ethics through formal courses or seminars, following what might be termed a "core curriculum model." Typically, they study with many different faculty members over the course of their graduate education and training, thus having multiple role models. The diversity of roles for psychology and psychologists calls for multiple training models.

What Psychologists Should Have in Common

Despite the diversity of bodies of knowledge foundational to psychology as a scientific discipline and profession, and despite the diversity of pedagogy models among doctoral programs in psychology, the group agreed that all psychologists should have:

1. A substantive understanding of multiple determinants of behavior in individuals, groups, organizations, and communities;
2. A "culture of evidence" perspective about behavior based on scientific inquiry and reasoning, replicable methods of observation and measurement, and interpretation of qualitative and quantitative evidence;
3. An understanding of ethical principles applicable to practice, research, and teaching as well as a value orientation of respect for human diversity; and
4. An understanding of what it means to learn as a psychologist and a commitment to lifelong learning.

The group also agreed that doctoral programs in psychology could conceptualize additional competencies expected of their graduates in one or more of the following domains of scholarship, borrowed from Boyer's analysis:

1. Generation of knowledge
2. Synthesis of knowledge
3. Communication of knowledge
4. Application of knowledge

Aside from the fact that psychologists may not be of one mind about these issues internal to the discipline, what the public understands about psychology varies even more. This variability of perspective can have consequences for graduate education in our discipline, as is reflected in how different government agencies categorize psychology among disciplines and professions for purposes of funding and workforce analyses. Yet another major distinction that may
contribute in part to a lack of clear understanding of who we are by the public is that we employ the same name for our licensed profession as we do for the scientific discipline on which it is based, and do not consistently award our discipline's professional degree to graduates of doctoral programs from which many, if not the majority of graduates, become licensed practitioners of the profession. This outcome, in turn, is at least partly a result of the fact that unlike other major licensed professions (e.g., medicine, dentistry, nursing, law, and engineering), our professional education and training that leads to licensure eligibility is not provided universally in a university-based professional school or college of the profession.

The annual Education Leadership Conference, sponsored by the Board of Educational Affairs and Education Directorate of the American Psychological Association, affords a regular forum for the discussion and debate of these and related issues and concerns about graduate and postgraduate education in psychology, as it does also for correspondingly salient issues and concerns about undergraduate and precollege education in psychology and the many applications of psychology to education and schooling in general. In addition to announcements and issues discussed in this newsletter, the Education Directorate Web site (http://www.apa.org/ed/) highlights various issues related to different levels of education in psychology, initiatives related to psychology's applications to education, Internet links to other organizations of relevance to education at all levels, and information about resources for faculty, students, and education programs in psychology.

Reference

A major focus of the Education Directorate's Office of Graduate and Postgraduate Education has been on advancing a better understanding of the concept of scholarship in the context of graduate and postgraduate education in psychology. It is a concept that has different connotations in different communities and yet is a fundamental element in the purpose of graduate education.

Psychology is not alone in its quest for an operational translation of this concept into the fabric of its discipline's graduate education. For more than a decade, other learned disciplines in the sciences and humanities have been involved in a variety of initiatives toward this end facilitated by the Council of Graduate Schools, the Association of American Colleges and Universities, American Association of Higher Education, Carnegie Foundation for the Advancement of Teaching, National Science Foundation, and other organizations committed to enhancing the quality of higher education and the advancement of knowledge for benefit of the public.

What is meant by the scholarship of engagement, the scholarship of teaching and learning, the scholarship of professional application, the scholarship of discovery and synthesis? What is the meaning of scholarship in our increasingly multicultural society? What does it mean in the context of ethical and social responsibility? Why are these issues important in graduate education, and indeed in professional careers?

These and related questions are being posed in the form of issue papers and a self-study framework for graduate departments of psychology to address, if they choose to do so, in the context of their institution's mission and their departmental goals, objectives, and culture.

For more information, visit the office Web site at http://www.apa.org/ed/graduate/homepage.html.
Online Psychology Laboratory (OPL)

We are delighted to announce that the Online Psychology Laboratory (OPL) is becoming a reality through support from the National Science Foundation (NSF), which funded phase one of the OPL project in the amount of $375,000 and for 18 months. The Education Directorate, in collaboration with the University of Mississippi, is working to create OPL, which is the first NSF-sponsored entry for psychology in the National Science Digital Library (NSDL).

Maureen McCarthy, PhD, co-PI, has directed the grant activities for the Education Directorate. Since January 2005, a number of key steps have been accomplished. Purchase and installation of servers was the first step in creating the online laboratory; hence, in collaboration with APA Management Information Service (MIS) staff, servers were purchased and installed. MIS staff members are to be commended for their helpful and timely work in completing this critical phase of the project. MIS also worked collaboratively with the Education Directorate to hire a programmer with the necessary skills for developing the technical aspects of the project.

Under the leadership of Barney Beins, PhD, past president of APA Division 2, the OPL Advisory Board will review and edit existing material; oversee modifications in the structure, tools, and hardware of the existing site to afford greater usability, improve services, and assure reliability; integrate existing lesson plans and pedagogical aids; bring the site into compliance with all NSDL standards; aggressively pursue opportunities for site promotion; and thoroughly evaluate the site's role in promoting science education and closing the digital divide. The National Standards for the Teaching of High School Psychology and the Learning Goals and Outcomes for the Undergraduate Psychology Major will guide development of criteria for submission of the new objects. The advisory board will develop evaluative criteria for the items that will be submitted to the laboratory. These criteria will then be used to evaluate additions to the collection. Additionally, the advisory board will evaluate the prototype version of the site.

Specific review of curriculum, content, and usability will be critical points for evaluation.

APA Psychology Department Program (PDP)

Last July, the Office of Precollege and Undergraduate Education (PCUE) launched the APA Psychology Department Program (PDP) to provide access to the APA's many teaching and advising publications and subscriptions to APA magazines and newsletters. By the end of 2004, 61 institutions were participating in the PDP. This includes 33 schools that are among the nation's Tribal Colleges and Historically Black Colleges and Universities (HBCUs). In addition to serving as another mechanism for sharing the wealth of educational resources from the APA, the PDP has provided an opportunity to bring in 148 new APA student affiliates. This spring, Education Directorate staff will be developing new resources for the PDP and adjusting its pricing structure to make it more affordable to educational institutions. More details about the PDP appear on the APA Education Directorate Web site at: http://www.apa.org/ed/pcue/psydeptprog.html.

What's Happening section continued on pg. 9
Undergraduate Psychology Survey
To respond to needs in the field for a comprehensive set of data specific to undergraduate psychology education, the Office of Precollege and Undergraduate Education (PCUE) developed a survey, with the assistance of APA Division 2, to learn more about undergraduate psychology programs, curricula, faculty, and facilities. Preliminary results from the 2004 survey are currently available on the Precollege and Undergraduate Education Web site (www.apa.org/ed/pcue).

Subsequent efforts to collect additional data in 2005 are under way this spring; a more comprehensive set of data will be available by fall 2005.

Internationalizing the Curriculum
Through funding provided by the Carnegie Foundation, the American Council on Education (ACE) provided a grant to the APA Education Directorate to participate in a project on internationalizing the undergraduate curriculum. The overall goal of the project is to promote the internationalization of teaching and learning at U.S. colleges and universities through collaboration with five disciplinary associations: the Association of American Geographers, the American Historical Association, the American Political Science Association, the American Psychological Association, and the American Society for Engineering Education.

Specific goals are to:
1. Articulate global learning outcomes relevant to specific disciplines that will inform both the major and general education and to communicate those outcomes to the membership of the participating associations,
2. Develop action plans for each association to promote internationalization within their respective disciplines, and
3. Explore how the work on internationalization accomplished by the disciplinary associations can be integrated into institutional strategies to promote internationalization.

Members of the Working Group on Internationalizing the Undergraduate Curriculum include: Neil Lutsky, PhD (Carleton College); Judith Torney-Purta, PhD (University of Maryland); Richard Velayo, PhD (Pace University); Valerie Whittlesey, PhD (Kennesaw State University); and Linda Woolf, PhD (Webster University). The working group is engaged in efforts to develop a comprehensive set of learning goals and outcomes specific to internationalizing the curriculum. The working group will hold a panel session, sponsored by the Committee on International Relations in Psychology, to report on their work this August at the 2005 APA Annual Convention in Washington, DC.

New BEA Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences
At its February 18-20, 2005, meeting, the APA Council of Representatives approved funding to support a new BEA Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences. This work is needed to bridge the gap between what has already been addressed in the National Standards for the Teaching of High School Psychology (August, 1999) and, subsequently, the Learning Goals and Outcomes of the Undergraduate Psychology Major (March, 2002). The next step toward strengthening the undergraduate psychology curriculum requires bridging this gap through the identification of developmentally appropriate competencies that serve as benchmarks of student success as students progress from their first course through degree attainment. The task force will prepare a report on the developmentally appropriate competencies for undergraduate psychology courses, along with models for teaching, learning, and assessment. This is an exciting development, and the expectation is that the completed product will aid in the overall assessment process.
Encouraging Children To Discover Psychology

APA staff from the Education and Science directorates coordinated APA’s participation in the recent Family Science Days program sponsored by the American Association for the Advancement of Science (AAAS). This exciting event featured interactive programs for children of all ages. Through hands-on demonstrations and problem-solving puzzles, children were invited to learn about psychology at an APA booth. Brett Pelham, former APA senior scientist, presented a lecture and offered demonstrations of psychological phenomena, including optical illusions and the power of stereotypes.

Ethnic Minority Recruiting Project

The APA Teachers of Psychology in Secondary Schools (TOPSS) and the APA Psychology Teachers at Community Colleges (PT@CC), with support from the APA Membership Committee and Psi Beta, have started a program designed to increase the numbers of ethnic minority high school students who pursue careers in psychology. The program, originally proposed by former APA President Richard Suinn, PhD, is designed to facilitate meetings of minority students in high school, 2- and 4-year colleges with local minority psychologists, so that the students learn about and consider careers in psychology.

To date, sessions have been held in Westville, NJ, and San Diego, CA. The 1-hour career-oriented programs that have been piloted so far have been successful. The first session in California hosted 70 high school students, who watched the APA careers video, received APA brochures, and listened to seven panelists discuss their experiences in psychology.

Panelists included four minority university students and two minority community college students. All panelists were highly motivated students and good role models of commitment to education. Postsession reports indicated that panelists strongly impressed upon the students how applicable psychology is to a number of fields, demonstrating the value of psychology.

Additional programs are pending in Maryland, California, and Texas. Those interested in participating should visit the TOPSS Web site at http://www.apa.org/ed/topss/homepage.html.
On January 29, 2005, the San Diego State University Psychology Department, with colleagues from San Diego Mesa College, hosted the first "Diversifying Clinical Psychology" event. The objective of the event was to facilitate recruitment of outstanding students from underrepresented groups to clinical psychology PhD programs by initiating relationships between program directors and students. Held as part of the annual meeting of the Council of University Directors of Clinical Psychology (CUDCP), this one-day event was organized by Elizabeth Klonoff, PhD, of San Diego State University, and supported by funding from the American Psychological Association (APA) Education Directorate and the APA Minority Fellowship Program.

More than 50 outstanding students in various stages of their education, from as close as San Diego, and as far away as New York and Puerto Rico, were invited to give poster presentations and provide publications and/or their curriculum vitae for review by 40+ clinical psychology program directors who participated in the recruitment event. These students were also given the opportunity to obtain specific information about various programs and establish personal connections with leading scholars in clinical psychology.

Announcements

BEA Block Grants and Awards

BEA provides block grants to support conferences and workshops that promote quality teaching and learning outcomes in psychology education. These block grants support a variety of programs addressing issues relevant to high school psychology educators through postdoctoral studies.

For more information on these block grant programs, please visit the APA Education Directorate Web site.

Precollege and Undergraduate Teaching Conference Block Grants
http://www.apa.org/ed/pcue/bea_block03.html

Graduate and Postdoctoral Education and Training in Psychology Workshop and Conference Block Grants
http://www.apa.org/ed/graduate/blk-grantawd03.html

APA Monitor Articles about BEA Block Grants and Awards
http://www.apa.org/monitor/feb05/workshops.html
http://www.apa.org/monitor/mar05/novel.html
Innovative Practices in Graduate Education in Psychology
1. Graduate departments of psychology, regardless of the type of college or school in which they are housed, may self-nominate or be nominated by others for recognition of their innovative practices in graduate education. Those making the nomination need to identify in what manner the department has been innovative, what was actually changed and why, and how this change has affected the quality of education and training. Innovation will be judged in the institutional and historical context in which it occurs for a graduate department.
2. The panel judging the nominations and making recommendations to the Board of Educational Affairs (BEA) will be appointed annually by the Council of Graduate Departments of Psychology (COGDO P) in collaboration with the BEA, the appointments to consist of graduate department faculty who represent diversity of graduate departments of psychology and academic psychologists. The panel will be chaired by a member of BEA, appointed annually by that body. The award and a description of the department and its program will be published in the APA Monitor on Psychology. A certificate of the award and a check will be presented by the APA Education Directorate at the annual meeting of COGDO P. The stipend for this award will be $5,000, with the possibility that more than one awardee may be recognized each year (in which case the stipend will be divided among the awardees).
3. There will be a two-stage review process for nominations:
   Step 1: A 2-3 page concept letter should be submitted by October 15, 2005. It should identify the innovation, how it was assessed, and why it is award worthy.
   Step 2: From the concept letters submitted, the review panel will select a subset of finalists who will be invited to submit a more complete petition by November 15, 2005, to include the following information:
   a. Description—Identify and briefly describe the innovative practice and its objectives, relative to the department’s history and context;
   b. Timeline and Personnel—Describe when the practice began, key people in its development, and what its status is currently; and
   c. Outcomes—State the outcomes achieved, including how the latter were measured or otherwise assessed in relation to the objectives.
   The final decision will be announced by December 15, 2005.

GRAD 980: University of New Hampshire To Offer Online Course on Preparing To Teach Psychology
The University of New Hampshire (UNH), with support from the Education Directorate, has developed and will offer an online course entitled Preparing to Teach a Psychology Course. The course has been developed with graduate students in mind, but may also be helpful to current faculty, particularly those beginning to develop or refine courses. The course will be offered June 1 to July 22, 2005, in a totally online format. A copy of the course syllabus may be found at http://unh.edu/teaching-excellence/resources/GRAD980Syl.htm.

Participating Faculty
Dr. James Korn, Professor of Psychology
Saint Louis University
Dr. Paul Presson, Associate Professor of Psychology
Westminster College
Dr. Victor Benassi, Professor of Psychology
University of New Hampshire

This graduate course will be offered by the Academic Program in College Teaching of the Graduate School at the University of New Hampshire in cooperation with the UNH Department of Psychology, Summer Session, and Center for Teaching Excellence. For details, see http://www.gradschool.unh.edu/pff/pff_institute.html.
2005 APA Annual Convention...

Make Plans To Attend the APA Annual Convention
Washington, DC: August 18-21, 2005

Join us this summer in Washington for the American Psychological Association convention! The convention is a wonderful opportunity to hear renowned speakers, learn about cutting-edge research, and hear unique perspectives on psychology teaching, research, and practice. The convention also offers a number of continuing education opportunities. Look for the CE workshop brochure appearing this spring as an insert to the APA Monitor on Psychology. A few highlights are noted later in this issue, and full details appear on the Web site (www.apa.org/ce).

Prominent among the offerings for psychology teachers are programs being sponsored by the APA Board of Educational Affairs (BEA), the APA Teachers of Psychology in Secondary Schools (TOPSS), the APA Psychology Teachers at Community Colleges (PT@CC) and APA's Division 2, the Society for the Teaching of Psychology (STP).

TOPSS is sponsoring a preconvention workshop on August 17 and a series of Invited Addresses on Developmental Psychology. PT@CC will showcase programs on innovative teaching techniques, ethical decision making, and resources for teaching. BEA will feature programming that will highlight key programs and initiatives of the APA Education Directorate and the Education Public Policy Office. Please see the following pages for details on these programs.

For the 26th year, STP, the APA Education Directorate, and the Council of Teachers for Undergraduate Psychology will sponsor the G. Stanley Hall Lecture Series and the Harry Kirke Wolfe Lecture. Once again, these lectures will feature distinguished scholars who will provide insights on the advancement of the teaching of psychology (see page 21). For a comprehensive list of convention sessions sponsored by STP, please check the Web at http://teachpsych.lemoyne.edu/teachpsych/div/divindex.html.

Register now for the APA convention to take advantage of advance registration rates. To register online, or to download a printable copy of the registration form, please go to the APA Web site at http://www.apa.org/convention.
APA Committee of Psychology Teachers at Community Colleges Convention Highlights for Washington, DC

The APA Committee of Psychology Teachers at Community Colleges (PT@CC) is pleased to announce convention highlights for the 2005 APA annual meeting. Please check the PT@CC Web site (www.apa.org/ed/pcue/ptatcchome.html) to confirm dates, times, and locations of these programs.

**The Last Lecture**
Susan K. Pollock, PhD, Mesa Community College
Girl for Hire: Life as a Film Noir Celebration
Robert Sternberg, PhD, Yale University
It's Not Only How You Play the Game, It's What You Play

**Innovative Teaching Techniques: Giving Psychology Away**
Donna Killian Duffy, PhD, Middlesex Community College
Collaborating With the Community: Expanding Civic Learning in Psychology Courses
Diane L. Finley, PhD, Prince George's Community College
Reaching New Audiences: Giving Psychology Away To Help a Wide Audience
Vincent J. Granito, PhD, Lorain County Community College
Starting Them Out Right: Giving a Way Psychology to Children

**Ethical Decision Making: What's a Teacher To Do?**
Patricia Puccio, EdD, College of DuPage
Plagiarism: What's a Teacher To Do?
Robert Johnson, PhD, Umpqua Community College
Copyright Concerns in the Classroom
Annette Ewing, PhD, Mesa Community College
Using Student Work as Examples
Jerry Rudmann, PhD, Coastline Community College
Ethics of Student Research: IRB Exemplars

**PT@CC Invited Address: The Diane F. Halpern Lecture**
Christine Hall, PhD, Mesa Community College
District Office
Please Choose One: The Ethnic Identity of Multiracial Individuals

**New Resources for Teaching**
William Buskist, PhD, Auburn University
What We Know About Master Teachers
Maureen McCarthy, PhD, APA Education Directorate
The Online Psychology Laboratory

**Reception for Community College Faculty**

**TOPSS Invited Addresses To Highlight Development**

The APA Teachers of Psychology in Secondary Schools (TOPSS) is pleased to sponsor 5 hours of programming at the 2005 APA Annual Convention. Four invited addresses will focus on various aspects of human development, addressing stereotypes, aging, culture, and heroism. Additionally, Dr. Aaron T. Beck will host a conversation hour with teachers.

Please check the TOPSS Web site at http://www.apa.org/ed/topss/homepage.html to confirm dates, times, and locations for the programs.

**Stereotypes and the Fragility of Human Intelligence**
Joshua Aronson, PhD, New York University

**A Conversation With Aaron Beck: Psychology Curriculum for Students?**
Aaron T. Beck, M.D., University of Pennsylvania

**What Is a Hero and How Do You Grow Them?**
Frank Farley, PhD, Temple University

**Choosing the Older Person You Would Like to Be**
Toni Antonucci, PhD, University of Michigan
John Cavanaugh, PhD, University of West Florida

**Culture, Development, and the Development of Culture**
David Matsumoto, PhD, San Francisco State University
The APA Office of Continuing Education in Psychology (CEP) will offer 60 CE workshops at the 2005 APA Annual Convention. The CE workshops, to be held Thursday, August 18 through Sunday, August 21, offer a broad array of continuing education topics for practitioners, scientists, and academicians. The workshops are either half-day (4 hours) or full-day (7 hours). Participants may earn 4 CE credits for half-day workshops or 7 CE credits for full-day workshops. Contact the CEP office at 800-374-2721, ext. 5991, for further details, including fees, dates, times, and location. Visit the Web site (http://www.apa.org/ce/) to register online. All continuing education workshops have limited capacity. The following represent a small sample of the workshops that will be available as professional development opportunities.

Managing Conflict in Multicultural Groups With Microskills
This workshop will present group microskills that are useful in managing groups successfully. The microskills approach seeks to meet the need for more depth in the foundational microskills and strategies of group leadership. Managing conflict in a group requires several prerequisite group microskills to (1) understand the cultural context in which the conflict has occurred; (2) attend and observe the more salient features about that context that might contribute to or hinder conflict management; (3) focus on and identify the key features of a group in conflict both in the leadership and membership; (4) apply a basic listening sequence of questioning, encouraging, paraphrasing, reflecting feelings, and summarizing to identify the strategy most likely to succeed in managing group conflict; (5) apply influencing skills through reframing, interpreting, encouraging, structuring, and reflecting meaning that support the selected strategy; and (6) demonstrate incongruities, discrepancies, and mixed messages that have contributed to the conflict in negative and destructive ways, while demonstrating how the conflict can be better managed in positive and constructive ways. This introductory-level workshop will be interactive, as each microskill is described, modeled, rehearsed, and discussed by participants and leaders.

Faculty: Paul B. Pedersen, PhD, visiting professor, University of Hawaii-Honolulu, HI, and Syracuse University, Syracuse, NY; Allen E. Ivey, EdD, ABPP, Microtraining Associates, Inc., Sarasota, FL; and Mary Bradford Ivey, EdD, Microtraining Associates, Inc., Sarasota, FL

Just-in-Time Teaching: Blending Active Learning With Web Technology
This introductory workshop will focus on how to create just-in-time teaching (JiTT) assignments using a variety of software applications. Teachers who want to explore alternatives to traditional lecture teaching and want to investigate more interactive and student-centered methods will benefit from this workshop. JiTT is a pedagogical strategy designed to help instructors create an active learning environment for all class sizes. In addition to encouraging students to spend additional time preparing for class, the JiTT strategy also provides up-to-the-minute feedback to teachers about student understanding of class concepts. Students complete online assignments due just before class meets.

Faculty: James O. Benedict, PhD, James Madison University, Harrisonburg, VA; and Kevin J. Apple, PhD, James Madison University, Harrisonburg, VA

Assessing Religious and Spiritual Functioning in Clients
Religious and spiritual functioning is an important issue for most clients, and problems in this area can be the focus of therapy. This introductory workshop will present the rationale that...
addressing religious and spiritual issues is part of cultural diversity sensitivity. Participants will learn three different approaches for assessing religious and spiritual functioning and problems: (1) the FICA, which is currently taught in over half of medical schools in the USA; only takes a few minutes; (2) a more extensive religious and spiritual history; and (3) a timeline to elicit important turning points in a person's spiritual life.

**Faculty:** David G. Lukoff, PhD, Saybrook Graduate School, San Francisco, CA; and William L. Hathaway, PhD, Regent University, Virginia Beach, VA

**Effect Sizes, Confidence Intervals, and, Especially, Confidence Intervals About Effect Sizes**
The 2001 edition of the APA Publication Manual states that effect size reporting is "almost always necessary," and the confidence intervals are "the best" reporting strategy. R roughly two dozen journals (see www.coe.tamu.edu/~bthompson) now explicitly require effect size reporting. This introductory workshop reviews effect size choices, the use of confidence intervals, and, especially, confidence intervals for effect sizes.

**Faculty:** Bruce T. Thompson, EdD, Texas A & M University, College Station, TX, and Baylor College of Medicine, Houston, TX

**Improving the Health of Women With Chronic Medical Conditions**
This skills-focused intermediate workshop will review clinical approaches to enhance the health of women with chronic medical conditions. This workshop will focus on biopsychosocial consequences of chronic physical conditions, gender-specific assessment and treatment issues, strategies to prepare women for invasive medical procedures, genetic counseling, techniques to improve self-esteem and body image, and approaches to interdisciplinary collaboration across health care providers. Case examples of women coping with chronic pain syndromes, autoimmune conditions, early breast cancer, PCOS, etc., will be discussed.

**Faculty:** Helen L. Coons, PhD, Women's Mental Health Associates, Philadelphia, PA; and Susan H. Mcdaniel, PhD, University of Rochester School of Medicine, Rochester, NY

**Executive Coaching: Models, Context, and Practice**
Executive coaching has been an extremely popular alternative to traditional clinical practice for many psychologists facing the limitations of managed care. However, few practitioners have access to formal, research-based training in the models, skill requirements, and practice issues they encounter. This workshop will fill that need for the intermediate-level practitioner who has basic skills but is looking for further development in theory, case-based interventions, professional practice issues, and self-development opportunities.

**Faculty:** Randall P. Hite, PhD, Executive Development Group, LLC, Greensboro, NC; Sandra L. Shullman, PhD, Executive Development Group, LLC, Columbus, OH

**Teaching the Psychology of Men**
The purpose of this introductory workshop is to assist psychologists in developing course work on the psychology of men using the theoretical and empirical literature on men and masculinity. Participants will learn basic knowledge on how to create a psychology of men course or how to infuse this content into an existing course on gender or the psychology of women. Presenters will each share their syllabi, reading materials, class manuals, evaluation processes, and other resources.
The workshop will discuss pedagogical processes such as traditional lecturing, psychoeducational techniques, group discussion approaches, use of video media, student assessment techniques, managing of classroom problems, and the infusion of diversity and multiculturalism as critical content.

Faculty: James M. O'Neil, PhD, University of Connecticut, Storrs, CT; Christopher Kilmartin, PhD, University of Mary Washington, Fredericksburg, VA; Michael Addis, PhD, Clark University, Worcester, MA; James R. Mahalik, PhD, Boston College, Chestnut Hill, MA; Fredric E. Rabinowitz, PhD, University of Redlands, Redlands, CA

Chronic Fatigue Syndrome and Fibromyalgia: Theory, Assessment and Treatment

Chronic fatigue syndrome (CFS) and fibromyalgia (FM) are controversial and poorly understood illnesses without clearly defined causes or well-established treatments. In this introductory workshop, participants will learn about illness controversies; theories of causation; practical methods of psychological, behavioral, and community assessment; and effective, individualized treatment strategies using cognitive, behavioral, and experiential interventions. Using a mind/body approach, clinicians can offer realistic hope for substantial improvement to these patients.

Faculty: Fred Friedberg, PhD, Stony Brook University, Stony Brook, NY; Leonard A. Jason, PhD, DePaul University, Chicago, IL

Risk Management of Threats and Targeted Violence

A psychotherapy client may seek guidance in responding to a threat from an intimate, stalker, or coworker. A corporate, governmental, or celebrity client may also retain a psychologist for a risk assessment of an individual or group threatening (or posing) harm to his or her person or property.
Rather than relying on (statistically driven) violence prediction schemes that mostly rely on static (e.g., demographic, historical) variables to predict violence of a class of offenders toward the general population, this intermediate workshop will emphasize dynamic (changeable, situational) variables that are relevant to predicting and managing risk that a specific offender presents to a specific target.

**Faculty:** Mark Zelig, PhD, A B P P, Independent Practice, Salt Lake City, UT

**Building Competencies in Clinical Supervision**

This intermediate workshop is designed to enhance supervisory competence through experiential exercises. The workshop includes current research on supervision efficacy, optimal supervision, and parameters of competency-based supervision, with an emphasis on empirical support. Multicultural competence, alliance development and repair, legal and ethical issues and risk management techniques, effective evaluation, trainee problematic behavior, and strategies for intervention are highlighted. Interactive exercises, vignettes, and role-plays will be used to illustrate supervisor-supervisee issues.

**Faculty:** Carol Falender, PhD, Pepperdine University, Malibu, CA, and UCLA, Los Angeles, CA

**Pediatric Psychopharmacology in the Schools: Advances, Issues, and Role Opportunities**

The prescription of psychoactive drugs to preK-12 children has increased dramatically over the last decade in spite of concerns regarding safety and efficacy. Such drugs often are prescribed off label (i.e., without Food and Drug Administration approval), and with few exceptions there is little empirical support for their widespread use. Nevertheless, psychologists in schools are increasingly involved with children taking psychoactive drugs. This intermediate course will inform attendees about recent empirical, practice, and policy developments and will describe ways psychologists in schools can become more actively and effectively involved in contributing to psychopharmacological decision making.

**Faculty:** Tom Kubiszyn, PhD, University of Houston, Houston, TX; Ronald T. Brown, PhD, A B P P, Temple University, Philadelphia, PA; Thomas J. Power, PhD, University of Pennsylvania School of Medicine, Philadelphia, PA; George J. DuPaul, PhD, Lehigh University, Bethlehem, PA; Margaret Semrud-Clikeman, PhD, University of Texas at Austin, Austin, TX

**Evidence-Based Practices for the Seriously Mentally Ill**

In recent years, evidence has been accumulating concerning treatment practices that lead to important clinical and functional outcomes for adults with serious mental illness. This introductory workshop is designed to present the rationale for utilization of evidence-based practices with the seriously mentally ill, introduce a set of core practitioner competencies that are essential for the proper implementation of a variety of evidence-based practices with this population, and then focus upon two practices in great detail: Illness management and recovery, and family psychoeducation. Participants will be introduced to both of these two practices, learn about their empirical support, and learn about their implementation.

**Faculty:** Paul J. Margolies, PhD, Hudson River Psychiatric Center, New York State Office of Mental Health, Poughkeepsie, NY; Anthony J. Salerno, PhD, Evidence-Based Practices Initiative, New York State Office of Mental Health, Albany, NY; Thomas Jewell, PhD, University of Rochester Medical Center, Rochester, NY

**Listening Perspectives and Relational Psychotherapy**

This advanced workshop will discuss dynamic psychotherapy—two people forming an emotional relationship with each other—a relationship in which the shadows of previous emotional relationships have an opportunity to appear and to become known.
Numerous writers are now coming forward to assert that emotional relatedness is the central feature of in-depth psychotherapy and that without authentic emotional engagement, therapy work is bound to be severely limited. Instructors will discuss relational psychotherapy, which teaches how to observe and to work with the actual impact of the therapeutic relationship on both participants and to appreciate the transformations that occur within each individual as a result of the relationship. The relational perspective will be seen as transcendental to Hedges’ four listening perspectives for framing the intrapsychic dynamics of both therapist and client. The overall perspectival approach to psychotherapy will be contextualized within a paradigm shift affecting all contemporary scientific studies.

Faculty: Lawrence E. Hedges, PhD, ABPP, The Listening Perspectives Study Center, Orange, CA

Accreditation Workshops at the APA Convention

The Committee on Accreditation will conduct concurrent full-day (8:30 a.m.-5:00 p.m.) doctoral, internship, and postdoctoral site visitor training workshops on Wednesday, August 17, 2005, prior to the APA annual convention in Washington, D.C. These workshops are open to both new site visitors and to experienced site visitors.

A half-day (1:00-5:00 p.m.) site visitor chair workshop will also be offered on the same day for current site visitors interested in learning more about the responsibilities involved in being the chair of a site visit team.

For details on availability, registration, and criteria for becoming a site visitor, contact Shalaine Erby at (202) 336-5983 or serby@apa.org for more information.
Developing Teachers of Psychology: A Preconvention Workshop—Washington, DC

Sponsored By
- The American Psychological Association Education Directorate
- The Society for the Teaching of Psychology

Workshop
The workshop is intended for graduate students who are considering careers as academics, especially at colleges and universities where teaching is the primary mission. Four experienced teachers will help develop teaching plans and skills. Course applications will be stressed. The workshop will be structured, experiential, and participatory. A handbook of resources will be provided.

Participant Involvement
- Developing a personal philosophy of teaching;
- Interactive modules for planning, delivering, and evaluating courses;
- Strategic planning for professional development.

Upon completion of the workshop, participants will be awarded a certificate and letter describing their completion of workshop activities.

Workshop Presenters
- James H. Korn, Professor of Psychology, Saint Louis University
- Thomas V. McGovern, Professor of Integrative Studies, Arizona State University, West
- Barbara F. Nodine, Professor of Psychology, Arcadia University
- Cecilia Shore, Professor of Psychology, Miami University

Information about the workshop, including registration and costs, can be found at the Education Directorate Web site at http://www.apa.org/ed/graduate/homepage.html.

The APA Teachers of Psychology in Secondary Schools (TOPSS) will host a full-day workshop on Wednesday, August 17, 2005, in Washington, D.C., preceding the annual APA convention. The TOPSS workshop will feature Eric Chudler, PhD, of the University of Washington, presenting on ways in which teachers can integrate neuroscience into their psychology classrooms. Dr. Chudler, who maintains the Neuroscience for Kids Web site (http://faculty.washington.edu/chudler/neurok.html), will give an interactive overview of neuroscience and provide attendees with activities, experiments, and demonstrations to use in the classroom. Additional sessions will be held on integrating research experiences into the high school psychology classroom and supervising high school students in original research. These sessions will focus on the new TOPSS publication Conducting Psychological Research for Science Fairs: A Teacher’s Guide and Resource Manual. Presenters will be Allyson Wesley, EdD, of Roslyn High School in Roslyn, NY, and Stephen Chew, PhD, of Samford University in Birmingham, AL.

Please visit the TOPSS Web site (http://www.apa.org/ed/topss) for registration forms and additional information. Questions? Contact Emily Leary at eleary@apa.org or (202) 572-3013.
The BEA Awards Addresses at the APA Convention

John C. Norcross, PhD, and Irma Serrano-Garcia, PhD, co-winners of the 2005 Distinguished Contributions to Education and Training in Psychology Award, will give their award addresses at convention on Friday, August 19. Dr. Norcross will deliver his address, “The Psychotherapist’s Own Psychotherapy: Educating and Developing Psychologists,” on Friday, August 19, 11:00-11:50 a.m. Dr. Serrano-Garcia will give her address, “Mentoring: A Powerful Relationship,” from noon to 12:50 p.m.

The 2005 Distinguished Contribution of Applications of Psychology to Education and Training Award was presented to Cal Stoltenberg, PhD. Dr. Stoltenberg will give his award address, “Integrating Science and Practice in Clinical Supervision,” on Friday, August 19, 10:00-10:50 a.m.

Announcing the 2005 G. Stanley Hall/Harry Kirke Wolfe Lectures at Convention
By Dana Dunn, Moravian College

This year marks the beginning of the second quarter century for an annual event at the APA convention. This is the 26th year that APA’s Education Directorate, the Society for the Teaching of Psychology (Division 2), and the Council of Teachers for Undergraduate Psychology (CTUP) have sponsored the G. Stanley Hall Lecture series. This speaker series, which honors APA’s first president, Granville Stanley Hall (1844-1924), is designed to improve the teaching of introductory psychology. A Division 2 committee selects speakers and organizes the program every year. Always popular, these annual lectures ensure that attendees gain insights into behavior that can inform their teaching.

The 2005 APA Convention’s G. Stanley Hall Lectures will share basic research that can help faculty introduce innovative ideas into their classrooms. This year’s lecturers and their topics will be:

Barry Schwartz, PhD
Swarthmore College

What Good Are Positive Emotions?
Barbara L. Fredrickson, PhD
University of Michigan

What’s Human About the Human Mind?
Daniel J. Povinelli, PhD
University of Louisiana, Lafayette

Pathways to Excellence in the Teaching of Psychology
William Buskist, PhD
Auburn University
The focus of the Center for Psychology in Schools and Education (CPSE) session will be on an evolving document entitled “Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform (LCPP).” Session panelists will describe proposed LCPP revisions and a model developed at the 2004 Educational Leadership Conference that highlights psychologists’ unique expertise in identifying and addressing the mental health and academic needs of children and serves as a bridge for parents and communities to be better connected to schools. Panelists will discuss how the revised LCPP and model will serve as foundations for developing a set of criteria for evaluating the rigor of various assessments used in school improvement designs.

In this session presenters will outline a new model for improving academic achievement that infuses reasoning, resilience, and responsibility into the curriculum. In addition, they will present their results from piloting this research-based model in 17 different elementary schools. Symposium participants and their topics will be:

**The Other 3Rs and Student Success**  
Robert Sternberg, PhD

**The Other 3Rs Project: The Model, Implementation, and Results**  
Jeanine C. Cogan, PhD, Debra J. Rog, PhD, & Diane Blyler, PhD

**Creating the Other 3Rs Teacher Training and Curriculum**  
Russell Wright, EdD, Rose Furr, and Jeanine C. Cogan, PhD

**Successful Partnerships: The Other 3Rs in the Schools**  
Sandy Shmookler and Joanne Steckler  
Discussant: Rena Subotnik, PhD
Education Public Policy Office Convention Activities

With the 113th Annual APA Convention being held in Washington, D.C., this year, there will be many opportunities to promote the Education Directorate’s advocacy priorities.

Advocacy Training and Hill Visits—The APA Public Policy Office will offer a daylong pre-convention workshop on Wednesday, August 17, for both APA and APAGS members. Participants will learn why advocacy is important, both personally and professionally, and develop skills necessary to be an effective advocate. The workshop will be followed by actual Hill visits the next day. CE credit will be offered for the training workshop on Wednesday. CE credit will not be offered for participation in Thursday’s congressional visits.

Funding Opportunities in the Bureau of Health Professions—The Board of Educational Affairs will sponsor a panel discussion on funding opportunities through the Bureau of Health Professions (BH Pr), specifically the Graduate Psychology Education Program and the Quentin N. Burdick Rural Program for Interdisciplinary Training. Those presenting are: Tanya Pagan Raggio, MD, MPH, director, Division of Medicine and Dentistry; Branch Chief O’Neal Walker, PhD, and Public Health Analyst Chris McLaughlin; and Lynn Rothberg Wegman, MPA, director, Division of State, Community, and Public Health. This session will be on Friday, August 19 from 1:00-1:50 p.m. in the Washington Convention Center meeting room 156.

Annual Education Advocacy Breakfast Meeting—As in years past, the Education Public Policy Office will host a breakfast meeting, on Saturday, August 20 from 7:30-9:00 a.m. The breakfast meeting will be held in the Renaissance Washington Hotel in Ballroom West B. This year’s invited presenter is Donald L. Weaver, M.D., Assistant Surgeon General and Deputy Associate Administrator for the Bureau of Primary Healthcare in the Health Resources and Services Administration. Dr. Weaver will be discussing the federal Community Health Center Program and the integration of mental and behavioral health services, including workforce issues (e.g., the need for mental and behavioral health professionals and the placement of these NHSC loan repayment participants in the CHC Program).

If you have any questions about the above activities, please contact Amanda Ring at aring@apa.org or 202-312-6483.
Conference Focuses on Applying Multiple Social Science Methods to Educational Problems

The American Educational Research Association, the National Science Foundation, and the National Academies of Science, about 120 participants in all, met in Washington, D.C., at the National Academies of Science to discuss the topic "Application of Multiple Methods of Social Science Research to Problems in Education." The December 14 conference was cosponsored by the American Psychological Association Education Directorate's Center for Psychology in Schools and the APA Education and Science directorates.

The concept of "multiple methods" to address critical problems in educational policy and practice is a largely undeveloped area that is ripe for sustained inquiry and knowledge accumulation. The objective of this conference was to begin to develop such knowledge by providing a focus on the application of multiple social science methods to educational problems. The conference featured conceptual/theoretical discussions on the unique value and limitations of different social science research approaches (in both the quantitative and qualitative traditions) and how they might best be productively combined, along with illustrations of employing multiple methods successfully in small- and large-scale research studies of important educational issues and problems. By providing both intellectual underpinnings and real-world examples of multiple-method scientific inquiries in education, this conference began to bring researchers from different research traditions toward greater mutual understanding. It and future conferences on this topic will further the systematic application of true multiple-methods inquiries in future educational research investigations.

The participants, a number of whom were psychologists, looked to bridge gaps between qualitative and quantitative research designs. Panelists discussed philosophical, methodological, and cross-disciplinary issues and learned of exemplary practices in the use of multiple-methods research to address such issues as school violence, achievement gaps, and poverty's impact on learning. Rena Subotnik of the APA Education Directorate and Merry Bullock of the APA Science Directorate were among the conference facilitators. Also in attendance from the APA Education Directorate were Greg White, Heidi Sickler, and Jason Gorgia.

Papers, audio recordings, and transcripts of the conference sessions will be available at http://www.nationalacademies.org/cfe/Multiple_Methods_Workshop.html.

APA will offer CE credit for members who are interested in completing an independent study/reading of the papers presented and discussed at the December 14 conference. APA is also in the process of developing a rubric that will detail how researchers might employ a range of methodological strategies to evaluate educational interventions and outcomes.
AECTE Conference Highlighted Collaboration

The Education Directorate's Center for Psychology in Schools and Education (CPSE) staffed three sessions of the American Association for Colleges of Teacher Education (AECTE) conference held in February 2005. Deans, heads of education colleges, and Education Directorate staff members Rena Subotnik, Heidi Sickler, and Emily Leary attended the conference. Sessions highlighted the need for psychologists and educators to collaborate to improve teacher quality in preK-12 schools. Instrumental in organizing psychology-track programming were psychologists who are education deans, including Camilla Benbow, Mary Brabeck, Jane Close Conoley, Richard DeLisi, Susan Phillips, David Prasse, Louis Wilkinson, and Steven Yussen. Psychology-track presenters noted ways psychologists can supply scientifically based evidence improving teaching and learning.


APA/Clark University Workshop for High School Teachers

The Education Directorate is pleased to announce the first annual "APA/Clark University Workshop for High School Teachers," being held June 24-26, 2005, at Clark University in Worcester, MA. The APA Teachers of Psychology in Secondary Schools (TOPSS) is working with the American Psychological Foundation (APF) and Clark University to develop the workshop, which is being generously funded by APA member Lee Gurel, PhD, a Clark alumnus and generous contributor to APF. The workshop will focus on the history and teaching of psychology and will feature high school psychology teachers as presenters from TOPSS and Clark University psychology professors.

The workshop will be open to 25 high school teachers from New England; application forms are available through the TOPSS Web site (http://www.apa.org/ed/topss/hompage.html). We look forward to this ongoing collaboration with Clark University.
About 50 high school students from across Washington, D.C., Maryland, and Virginia considered the topic of media persuasion at the third Young Scholars Social Science Summit (YS4) held December 10 at APA headquarters and sponsored by the American Psychological Foundation. YS4 is a prototype talent development model established under the leadership of Director Rena Subotnik by the Education Directorate's Center for Gifted Education Policy (CGEP), in cooperation with the APA Teachers of Psychology in Secondary Schools, the National Association for Gifted Children, the American Anthropological Association, and the National Council for Geographic Education.

YS4 is a one-day event that helps motivated, talented high school students in the social sciences to develop broader insights and apply their interests to important social topics. Beginning in 2003, YS4 has addressed the topics of crime, refugees, and—most recently—media persuasion. About 150 students from the greater Washington area have participated in YS4 in teams of about three to five students per school. Experts from psychology, history, demography, geography, economics, journalism, and anthropology have addressed summit topics from their individual disciplinary perspectives in panel sessions and interactive workshops with students and their teachers. The following scholars participated in the recent YS4.

Amy Goldstein, staff writer for The Washington Post, where she covers the White House with an emphasis on domestic policy: In 2002, she was part of a team of Post reporters that was awarded the Pulitzer Prize for national reporting for the newspaper's coverage of the aftermath of the September 11, 2001, terrorist attacks. Her keynote address helped students understand the issues involved in covering the White House as a reporter. She also served as a master in CGEP's Pinnacle Project and is spending 2004-2005 as a Nieman Fellow at Harvard University.

Peter Sheras, president of APA Division 46 (Media Psychology), professor of Clinical and School Psychology at the University of Virginia's Curry School of Education, and licensed clinical psychologist: Dr. Sheras raised awareness as to the ways that television influences our thinking and the need to be more critical consumers of information. He consulted on APA's project with MTV on youth violence prevention. He is also past president of the Virginia Psychological Association.

Faith Davis Ruffins, historian at the Smithsonian Institution's National Museum of American History since 1981: She has been curator of African American History and Culture at the Smithsonian. Her long tenure in the Archives Center includes 12 years as the head of the Collection of Advertising History in the National Museum of American History. She presented on the use of racial and ethnic imagery in American advertising and its resulting impact.

Marie Price, associate professor of Geography and International Affairs at the George Washington University, where she has taught since 1990: She is currently chair of the George Washington University Department of Geography. Dr. Price used different maps to show the ways that the recent presidential election can be framed in our minds, comparing the stark contrasts of the "red" and "blue" states with maps using more purple and showing a more realistic continuum of voting behavior.

For more information about YS4, contact CGEP Assistant Director Jason Gorgia through e-mail or at 202-336-6129.
Integrating Psychology at Science Fairs Initiative
The TOPSS Committee has continued an initiative supported by the APA Board of Directors and Board of Educational Affairs on integrating psychology at science fairs. Conducting Psychological Research for Science Fairs: A Teacher’s Guide and Resource Manual was printed in late 2004. This manual, designed to assist teachers in guiding their students to conduct psychological research and to submit projects at local, regional, and national science fairs, was completed. The manual is available on the TOPSS Web site (http://www.apa.org/ed/topss/homepage.html).

Collaborations External to APA
TOPSS collaborated with the Cornell Institute for Research on Children (CIRC) in finding high school teachers to participate in Thinking Like a Scientist, a CIRC program designed to train students to think critically and to reason using the scientific method about problems in daily life.

TOPSS has also collaborated with the College Board, which oversees AP psychology, by allowing articles from the Psychology Teacher Network to be posted to the College Board Web site. A link to the College Board Web site has been placed on the TOPSS Web site.

Recognizing High School Teachers and Students of Psychology
TOPSS continues to recognize outstanding high school psychology teachers through the TOPSS Excellence in Teaching Award. TOPSS also recognizes academic excellence in high school psychology students through awarding scholarships to those who submit outstanding essays and research papers. Funding for these student awards is generously provided by the American Psychological Foundation. TOPSS distributes Outstanding Student in Psychology certificates to all TOPSS affiliates each spring, so that teachers can recognize outstanding student achievement in their classrooms.

Membership Outreach
Membership outreach and retention continues to be a high priority for TOPSS. The APA Education Directorate and TOPSS, with generous support from the APA Membership Office, purchased exhibit booth space at the National Council for the Social Studies (NCSS) conference in Baltimore, MD, in November 2004. The booth offered APA and TOPSS great visibility to the 4,100 teachers attending the conference and reinforced the importance of psychology programming at NCSS.
In 2005 the APA Board of Educational Affairs (BEA) will continue to focus on a number of issues meant to help advance and ensure quality in education and training.

Task Forces To Address Issues in Professional Education and Training

The Task Force on Assessment of Competencies in Professional Education and Training

In 2004, BEA established a task force on the assessment of competencies in professional education and training. Task force membership includes representatives from the education, science, practice, and public interest communities. In addition, two members at large were appointed with expertise in models of measurement and assessment used in other professions or otherwise outside the context of professional education, training, and credentialing in psychology.

The focus of the task force is to review current practices of competency assessment, synthesize the literature in psychology and selected other professions, analyze policy issues, and make recommendations regarding models for the assessment of competencies (developmentally) in professional education and training. The work will include an analysis of issues related to ethics and diversity and will reflect the developmental stages of professional education and training in psychology.

The task force expects to issue a final report to the Board of Educational Affairs in fall 2005.

Task Force on Education and Training in Proficiencies

In 2004, BEA established a task force on the education and training in proficiencies of professional psychology. The task force is comprised of seven members from constituencies representing education, science, practice, public interest, continuing education, and specialization.

The purpose of the task force is to develop recommendations on methods or models by which APA might establish procedures for the quality assurance assessment of professional training programs designed for psychologists seeking to achieve competence in recognized proficiencies of practice that require more extensive didactic preparation and professional supervision than is characteristic of a CE workshop or single event offering.

It is anticipated that the task force will submit a report with recommendations to BEA in fall 2005.
**Workforce Analysis in Psychology**

On the recommendation of the Board of Educational Affairs (BEA), based on the final report of its previously appointed Task Force on Workforce Analysis in Psychology, the APA Board of Directors in February 2005 approved funding for an APA Workforce Analysis Study Panel that will meet and plan a workforce analysis for psychology consistent with recommendations outlined in the report authored by the task force. More information on the study panel will be announced in the future.

The task force report is available for download from the Education Directorate Web site at http://www.apa.org/ed/wftreport.pdf. The report reviews the history of workforce-related issues in psychology, definitional and impact issues related to workforce analysis, and psychology's current knowledge and need for knowledge related to projections of supply and demand of psychologists in the workforce. BEA would like to learn how this final report is received and viewed by various communities in psychology, and therefore requests comment on the report through a series of questions outlined in the cover memorandum.

For those wishing to make comment, please direct those comments by June 15, 2005, to Paul Nelson at pnelson@apa.org or c/o Dr. Paul Nelson, Education Directorate, American Psychological Association, 750 First Street, N.E, Washington, D.C. 20002.

**New Accreditation Operating Procedures Go Into Effect July 1, 2005**

Following the period of public comment, review by the Committee on Accreditation, and approval by the APA Board of Directors, changes to the Accreditation Operating Procedures will go into effect on July 1, 2005.

These changes focus on the following issues:

- Eliminating the preliminary review process for applicant and continuing programs;
- Adding consequences for programs that do not provide information in the form of a self-study, annual report, or other documentation in a timely manner;
- Further defining the role of special site visits;
- Defining "accredited, inactive" for 2-year internship and postdoctoral residency programs;
- Moving the language from the Implementing Regulation on Third-Party Testimony to the Accreditation Operating Procedures; and
- Allowing for public notice of programs applying for accreditation.

Please note that any programs applying for initial accreditation on or after July 1, 2005, will be publicly reported as such.

**Contact the Office of Program Consultation and Accreditation**, 750 First Street N.E, Washington, D.C. 20002-4242 by phone at (202) 336-5979 or by e-mail at apaaccrd@apa.org for more information or to obtain a hard copy of these changes.
Continuing Education Criteria Approved by Council

The APA Council of Representatives at its February 2005 meeting approved the Continuing Education Sponsor Approval System Standards and Criteria following a 3-year revision process. The Standards and Criteria is the document used in the approval of continuing education providers. It became operational as of April 1, 2005. There are currently 744 APA-approved sponsors of continuing education.

The criteria, previously revised in 1996, have been changed to reflect the evolving fields of psychology and continuing education. Some of the major changes include:

- Elimination of the cosponsorship criteria: Although there are no longer criteria regarding cosponsorship, the Sponsor Approval System strongly encourages joint collaboration between organizations to facilitate psychologists’ access to high-quality continuing education programs. A continuing cosponsorship agreement is no longer required, but it is the sponsor’s responsibility to ensure that all standards and criteria of the Sponsor Approval System are met, regardless of the sponsor’s level of involvement in program planning and development.

- Revision of the curriculum content criteria: The criteria regarding program content of continuing education programs were revised to provide organizations with clearer guidance regarding the types of offerings that are appropriate as CE for psychologists. The goals are to ensure that psychologists have access to a diverse range of CE programs and that programs offered to psychologists for CE credit are in the best interest of the public. Sponsors will be required to demonstrate that all programs offered under the auspices of their APA sponsor approval meet the criteria as stated in Standard D. Curriculum Content.

Standard D: Curriculum Content

Principle
The content of continuing education is the crucial component of programs intended to maintain, develop, and increase conceptual and applied competencies that are relevant to psychological practice, education, and science. CE programs may include content related to well-established psychological principles or may be based on content that extends current theory, method, or practice. CE programs may provide information related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

Criteria
1. Sponsors must be prepared to demonstrate that information and programs presented are based on a methodological, theoretical, research, or practice knowledge base. This requirement must be met by at least one of the following:

Continued on p.31
1.1. Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities, in studying or applying the findings, procedures, practices, or theoretical concepts;

1.2. Program content has been studied according to established procedures of scientific scrutiny that can be reasonably relied upon;

1.3. Program content has peer-reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;

1.4. Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

2. Sponsors are required to ensure that instructors, during each CE presentation, include statements that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and most common risks.

3. Sponsors must offer program content that builds upon the foundation of a completed doctoral program in psychology.

4. Sponsors must be prepared to demonstrate that content is relevant to psychological practice, education, or science.

5. Sponsors must clearly describe any commercial support for the CE program, presentation, or instructor to program participants at the time the CE program begins. Any other relationship that could be reasonably construed as a conflict of interest also must be disclosed.

Elimination of the home-study criteria: There is no longer a separate section regarding home-study programs. All programs offered by APA-approved sponsors are subject to the same criteria, regardless of delivery method. However, programs that are delivered at a distance do require a different application of several criteria, such as standards for awarding credit and program evaluation. Guidance for the application of these criteria is provided in the Discussion Section of the Standards and Criteria Implementation Manual.

The documents in their entirety are available online at http://www.apa.org/ce/sponsorapproval.html. For additional information, please contact Karen Kanefield at kkanefield@apa.org.
The Education Directorate was established in 1990 to advance education in psychology and psychology in education for the benefit of the public. Its mission is to enhance the education and training of psychologists, the teaching of psychology and the application of psychology to education.

The Educator will provide information about education news and resources as well as report on news from other national organizations within the education and training community.

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