

EDUCATOR

Newsletter of the APA Education Directorate

FALL 2008 VOLUME 7



2008 Education Leadership Conference: Internationalizing Psychology Education

Paul D. Nelson



Dr. Anthony Marsella, recognized scholar of multicultural and international psychology, shared his perspective on psychology as an international discipline. See page 14.

BACKGROUND

The reality of polar icecap meltdown from climate change and the recent meltdown of financial markets around the world should make us ever more mindful that we live in a truly global community. What has this to do with psychology? Nothing more or less than the fact that human thought and behavior are inextricably related to most phenomena that render us a global community.

It is not surprising, therefore, that in 2001, when the first APA Education Leadership Conference (ELC) was held, participants acknowledged globalization as a prevail-

ing force of the 21st century and recommended that psychology as a major discipline internationalize its curriculum, ensure training in culturally competent research and practice, and promote international exchange programs among other initiatives consistent with a global perspective (Belar, 2007; 2008). By 2004, the Carnegie Corporation and the American Council on Education (ACE) funded an opportunity for the American Psychological Association (APA) and several other disciplinary societies to develop guidelines to internationalize their undergraduate education curricula. The work of this project was summarized in an ACE publication (Green & Shoenberg, 2006). The APA task force report was reviewed in addition by APA governance groups under the collaborative leadership of a working group jointly appointed by the Board of Educational Affairs (BEA) and the Committee on International Relations in Psychology (CIRP). This same working group subsequently proposed a resolution on other ways in which the APA might advance or facilitate internationalization of education in psychology, including what roles and functions it might assume in international quality assurance initiatives related to education in psychology (Belar, 2008; Torney-Purta, 2008).

In the context of this background, the 2008 ELC was held in Washington, DC, on September 6-9, bringing together 159 psychologists from 16 national groups of psychology academic leaders at different levels of education and training, 11 psychological membership organizations apart from the APA, 27 APA divisions, and 15 APA

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EDUCATOR

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The APA 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 provides information about education news and resources and reports on news from other national organizations within the education and training community.

The Educator is the newsletter of the American Psychological Association's Education Directorate and is published twice a year.

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From the Executive Director



This issue contains reports of two significant conferences held within the past 6 months, our annual Education Leadership Conference (ELC) and the APA National Conference on Undergraduate Education in Psychology, also referred to as the “Puget Sound Conference.”

The Puget Sound Conference was the first national conference to address undergraduate education in psychology in over 17 years. Of the many issues addressed two are clearly interdependent: (1) the need to promote psychological literacy in our society through the teaching of psychology and (2) the need to recognize teaching as a professional practice in psychology. With respect to the former, it is noted that an informed citizenry should understand psychological science and its relevance to everyday life and societal concerns. Psychology is not just for psychology majors; it remains one of the most frequently taken subjects throughout higher education. However, if knowledge from our discipline is to contribute to the public good, we must attend to how it is disseminated in the education of our citizens. Recognizing the professional practice of teaching psychology, as articulated in the conference scientist-educator model, is essential to these endeavors.

The other major conference addressed the Internationalization of Psychology Education (ELC 2008). A series of recommendations were distilled from participant discussions on the relevance and participation of psychology in internationalization of education; those specific to faculty and programs are reported below. These statements do not reflect a consensus statement of the conference itself, but rather the opinions of individual participants. The BEA is currently sorting through all recommendations to help guide future APA initiatives and policy in this area. All ELC participants were encouraged to take these recommendations back to the organizations they represented for further discussion.

Faculty

- Support student involvement in study-abroad programs, with a focus on student learning, not travel per se
- Model international research and practice
- Communicate respect for international research collaborations
- Participate in professional development activities
- Support development of international databases
- Encourage reflection on international experiences by students and faculty
- Consider how technology could be used to provide experiences
 - Webinars with students in other countries
- In applied training, attend to issues of cultural competence with diverse domestic populations vs. international cultural competence

Programs

- Provide information and resources related to participation in international programs
- Examine and communicate risks of not internationalizing (e.g., loss of opportunity to expand worldview, stimulate development of new knowledge, attract top grad students and faculty)
- Link with study-abroad programs on campus
 - Study effectiveness of study-abroad programs in achieving student learning outcomes
- Build on what students know about the world
- Examine what already exists
- Create incentives for experiential learning
- Modify curriculum requirements to eliminate barriers to and facilitate participation in international experiences
 - Examine priorities for the curriculum given increasing demands
 - Examine tenure and promotion criteria
- Communicate respect for international research collaborations
- Examine how to prepare future psychologists to work in a more international environment
 - Include examination of relevant variables that need to be incorporated into training for mobility
 - Include information on IPE in Preparing Future Faculty programs
 - In applied training, attend to issues of cultural competence with diverse domestic populations versus international cultural competence
- Create social support mechanisms for international students to counter social isolation and loneliness
- Encourage faculty professional development in IPE
- Encourage faculty and programs to create resources for infusion in courses and programs
 - Syllabi
 - Course activities/assignments
 - Find ways to get voices of international psychologists into the curriculum (e.g., case studies)
- Address interface of multiculturalism and internationalization on campus and as related to psychology
- Partner with other disciplines on campus that are involved in internationalization

National Conference on Undergraduate Education in Psychology:

Drawing a Blueprint for the Future of the Discipline

Diane F. Halpern, PhD



It was like being 18 again, only this time we were wiser. Eighty psychologists charged with the task of designing the best possible future for undergraduate education in psychology checked into the beautiful dorms at the University of Puget Sound this summer. For almost a week, we adjusted to life with

roommates, ate at the college cafeteria, worked harder than we ever did in college, and, for the most part, loved every minute of it. Our return to dorm life (only older and, we hoped, better) was in response to the decision by APA's Board of Educational Affairs that it was time to address critical issues in undergraduate education. They assembled a stellar steering committee and charged them with the task of redesigning undergraduate education in psychology in a sound, scientific way that would bring about positive change. It was clear that the steering committee needed help with this broad and important task, so we decided to tackle the big questions at a working conference with participants selected for their commitment to undergraduate excellence. A call went out for conference participants; the steering committee was humbled by the response. Well over 200 applications were received for the 50 to 60 slots we had available for the conference. The applicants described their visions for the future of undergraduate education in psychology, provided relevant background information, and pledged to work hard to turn their visions into reality. The selection process was almost impossible with such a wealth of talent, but the committee did its best to put together a group that represented the full range of diversity in psychology, including participants from all levels of education, ranging from high school teachers to

those who taught only graduate students; we wanted a racially diverse mix of early and late-career psychologists from large and small institutions, including professional schools, different areas of expertise within psychology, and people with disabilities and knowledge about disabilities. The conference participants were a pretty amazing group. The conference was organized around nine broad questions that we needed to answer to create a world-class educational program that provides students with the workplace skills needed in the information age and a solid academic background that prepares them for advanced study in a wide range of fields. Each group crafted a response to their question and listed recommendations for all of the stakeholders in higher education, including students and prospective students and their parents, faculty, administrators, funding agencies, policymakers, and accrediting commissions. A full report of our deliberations will be published by APA in 2009. Here are some highlights.

- Tom McGovern, PhD (Arizona State University West), chaired the working group that laid the foundation for our plans. The group responded to the broad conceptual question of why we need to rethink the way we educate students in psychology. They created the concept of *psychologically literate citizens*. These are citizens who have a well-defined vocabulary and basic knowledge of the critical subject matter of psychology, value the intellectual challenges required to use scientific thinking and the disciplined analysis of information to evaluate alternative courses of action, act ethically, recognize and foster diversity, and are insightful and reflective about their own and others' behavior and mental processes. The members of the working group recommended that psychologi-

cal literacy should become the defining quality for the over 90,000 psychology majors who graduate each year from U.S. institutions and for the millions of others around the world.

- ♦ Daniel Bernstein, PhD (University of Kansas), and his working group built on the idea of creating psychologically literate citizens by addressing the questions of quality in instruction. They noted that in the United States, nearly 50% of credit hours are taught by contingent faculty, and few institutions are willing to invest resources into developing the teaching skills of “nonpermanent” faculty, even when they teach at the same institution for decades. This group recommended that quality in instruction be gauged by contextualized evidence of student work and reflective practices that show improvement over time. They believe that we need to endorse an evidence-based scientist–educator model for quality teaching that parallels the scientist—practitioner model for clinical and other practice.
- ♦ We need a solid curriculum to guide what is taught and learned. The working group that addressed questions about the curriculum was chaired by Dana Dunn, PhD (Moravian College). The group raised concerns about specialization and fragmentation in psychology and the rise of the consumerist culture in higher education, where the catch phrase seems to be “the customer, I mean student, is always right.” Their recommendations for the curriculum included making the introductory course a prerequisite for all other courses and having students complete coursework in research methods and statistics as soon after the introductory course as feasible. Every major should include courses from the basic four domains (biological bases, developmental, learning and cognition, and sociocultural influences) and incorporate an applied experience.
- ♦ The fourth working group, chaired by Linh Littleford, PhD (Ball State University), addressed the questions of increasing student diversity and how diversity should or should not affect undergraduate education in psychology. They endorsed a model of inclusive excellence that is based on access and equity, student learning and development, diversity in the formal and informal curriculum, and a welcoming campus climate. Psychology courses need to reflect the centrality of diversity issues to psychological science.
- ♦ The question of when and where students learn about psychology was addressed by the working group chaired by Ann Ewing, PhD (Mesa Community College). They recognized the many formal settings where psychology education takes place, including a wide array of academic institutions and professional development venues, and informal settings, including popular media, Web sites, podcasts, networking sites, family discussions, and religious communities. About 46% of all college undergraduates are enrolled in community colleges, including about half of all racial and ethnic minority students. Discussions about undergraduate education in psychology must recognize the large numbers of students enrolled in psychology courses in high school as well. Introductory psychology is one of the most frequently selected courses in the undergraduate curriculum, second only to English composition in percentage of credits earned by bachelor’s degree recipients. Because the introductory course is the only formal exposure to psychology that most educated citizens will have, it is critical that this course reflect the nature of psychology as a scientific discipline.
- ♦ What are the best ways of teaching psychology as a science? Stephen Chew, PhD (Samford University), chaired the working group that convened to answer this question about pedagogy. After listing

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over 100 methods for teaching, they concluded that teaching is contextual and there is no single best method. The best method for any situation depends on the outcomes that are desired, the characteristics of the students and the instructor, and the curriculum. The scientist–educator will be knowledgeable about the range of teaching methods that are available and will be able to select appropriately among them to achieve desired goals within a specific context.

- ♦ Keith Millis, PhD (Northern Illinois University), chaired the working group that considered the wide array of learning technologies and how to use them best to promote learning. The group created a model in which technology is a cornerstone for effective learning that also depends on student characteristics and the pedagogy the instructor is using. Thus, like modes of learning, the ideal technology depends on multiple factors in the learning context. In recognition of the rapidly escalating number of online courses, they recommended support for instructors who are teaching in these and other new technology-mediated formats.
- ♦ There have been exciting gains over the last decade in our knowledge about how people learn. Frank Worrell, PhD (University of California, Berkeley), chaired the working group that addressed questions about applying what we know about the science of learning to the science of psychology. They designed a model of effective teaching and learning in which (a) scholarly teaching translates promising principles into practice and the scholarship of teaching and (b) extends research on effective learning into college classrooms. They recommended that each college and university develop a reward structure that recognizes the critical importance of high-quality scholarship on teaching and learning, with an emphasis on translational research.

- ♦ R. Eric Landrum, PhD (Boise State University), chaired the working group that addressed the question, “What are the desired outcomes of an undergraduate education in psychology?” They focused on both workplace skills and those needed for advanced study in many disciplines. Students need to understand that if they do not acquire necessary skills during their undergraduate education, future employers may require additional education and training. Faculty members need to understand that if students fail to achieve the competencies that employers value, then we fail to prepare our students for postbaccalaureate success, and others are obligated to fill the gap. They recommended that psychology educators work to develop a system for the assessment of specific student outcomes that is more broadly defined than tests of knowledge. Students need to be able to demonstrate to others (as do psychology educators) not only their acquired knowledge, but also well-developed skills and abilities attained (some employers and states now do this with Career Readiness Certificates).

The summaries and selected recommendations provided are a small sample of the wide-ranging discussions and calls for action that came from the incredible participants at the conference. To get the full story, look for *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* to be published by APA. It makes a great gift for skeptical administrators, new faculty, and policymakers who need to be better informed, forward-thinking funding agencies, and anyone who believes that we can redesign undergraduate education in ways that can have positive and long-lasting effects on the millions of students worldwide who enroll in undergraduate psychology courses.

2008 Education Leadership Conference: Internationalizing Psychology Education

Continued from page 1

governance groups, and several from other countries. Sponsored by the APA Education Directorate and the BEA, the ELC was organized around the topic of internationalizing psychology education. What does it mean, and how might we do it?

Definitions and issues for guidance in critical conversations

Due to the fact that the term “internationalization” is subject to various interpretations (Nelson, 2007), conference participants were guided in their deliberations by the definition offered by Jane Knight (2003), a scholar of this area in higher education. She writes: “Internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.” This broad definition was augmented for conference participants by the American Council on Education (2003) definition of global learning as: “the knowledge, skills, and attitudes that students acquire...that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.” From these two definitions, one might conclude the term *internationalization* refers to an education process adopted by higher education institutions and programs, whereas the term *global learning* refers to the learning outcomes (i.e., knowledge, skills, attitudes, and values) of that education process in the development of students and faculty.

In addition to these definitions, it was helpful for ELC participants to learn more about some of the issues being raised on campuses these days in critical conversations



about internationalization. In as much as the American Council on Education (ACE) has been a national leader in this movement, perspectives from that organization’s experience were shared by Dr. Madeleine Green, vice president for International Initiatives; Dr. Christa Olson, associate director, Center for International Initiatives; and Dr. Brian Bridges, associate director, Center for the Advancement of Racial and Ethnic Equity. The need to collaborate, even within the same campus between sometimes competing initiatives, was emphasized by each speaker in discussing tensions that sometimes exist on campuses, for historical, philosophical, and practical reasons, especially between advocates of internationalization and those for racial, ethnic, and multicultural diversity. Seeking the common ground between forces that seek to address issues of social justice that may be idiosyncratic to a particular country or region and those that seek to attain an international perspective on issues of global significance is a challenge. ELC participants also received two ACE publications from a series of position papers on the topic “global learning for all” (Olson, Evans, & Shoenberg, 2007; Olson, Green, & Hill, 2008). The

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ACE Web site is a source of other information about these issues and initiatives being undertaken to address them.

INTERNATIONALIZING EDUCATION: OPPORTUNITIES FOR TRANSFORMATIVE LEARNING

One of the earliest and still predominant forms of internationalization, as noted by Belar (2008), is that of the foreign exchange student, one of the great benefits of which is the student's immersion in a different culture. In her invited address that launched the conference, Dr. Beverly Tatum, president of Spelman College (and a psychologist by education), told the story of a small group of African American women from a coalition of Atlanta-based colleges, including Spelman, who had the opportunity to study abroad in the early 1960s. Upon their return to the United States, transformed by their educational experiences abroad, these young women became leaders in the civil rights movement of their day. The fact that only about 1% of college students in our country study abroad, and racial/ethnic minority students are even less likely to do so, has led Spelman College to include such opportunity in its strategic planning of education goals for all students. Noting that "the undergraduate experience is an excellent time during which to shape a new paradigm of thought about the world, President Tatum commented that "students cannot fully understand their own cultural context until they have experienced the cultural context of others." Thus, she added, "creating an education institutional expectation of a worldly perspective is critical in developing the future leaders of our nation."

In student exchange programs, of course, our country is both a sender and receiver nation. Of the more than half a million international students studying on U.S. campuses, only about 2% are here to study psychology (Belar, 2008). Interestingly, among the international students who comprise about 10% of those earning a PhD degree in psychology, their major fields are more likely to be quantitative, experimental, cognitive, and developmental in contrast to the areas of clinical and counseling psychology that account for a majority of

the PhD degrees earned by U.S. students (based on an analysis by the APA Center for Workforce Studies analysis of earned doctorates in the year 2006). In effect, the pattern of major fields of interest in psychology to the international students who study in this country is more akin to that in our country half a century ago.

Foreign exchange programs are also available for faculty, one of the foremost among such opportunities being the Fulbright Scholars program, now some 60 years old, in which more than 44,000 faculty have participated. In a conference plenary session on strategies for internationalizing psychology, Dr. Michael Stevens, professor of psychology at Illinois State University and past-president of the APA Division on International Psychology, shared with participants his transformative experience as a former Fulbright Scholar and how he has incorporated that experience into his teaching. Dr. Stevens spoke to the experience of having his assumptive world challenged through recognition that there are cultural boundaries to the knowledge, skills, and attitudes one values.

Some colleges and universities combine academic work on campus with short-term trips to other countries, much as one might do on an education travel cruise, though with somewhat more intentional learning. Dr. Daniel Sachau, professor and I/O program director at Minnesota State University, described three variations of such a program on his campus. One is a summer abroad; another, a 2-3 week travel experience; and the third a service-learning trip of relatively short duration for selected community projects. Another example of the short-term immersion was provided by Dr. Puncky Heppner, professor and co-director of the Center for Multicultural Research, Training, and Consultation at the University of Missouri-Columbia. Dr. Heppner noted three programs his university has initiated with university students in Taiwan. One is a bidirectional, 2-week immersion experience for students to visit each country; another is a cross-cultural summer intern program for students of each country to visit the other; and the third is a dual master's degree program with a focus on the role of psychology in cultures of the world and the cultural context from which students are learning in psychology. The value

of knowing a language, Dr. Hep-
pner noted, is probably underesti-
mated, for language is embedded
with myriad cultural connotations.
Moreover, students discover the
psychological construct of “self,”
central to Western psychology
varies significantly across cultures.

In addition to exchange student
programs of immersion in other
cultures, among ways in which
campuses are attempting to inter-
nationalize their education oppor-
tunities is through the development
of centers focused on international
issues, drawing faculty from various
disciplinary departments. These cen-
ters reach across
disciplines in
affording students
opportunity to de-
velop greater inter-
national and cross-
cultural awareness
through course-
work and research.

An example of
this model was
provided by Dr. Uwe Gielen, professor and director of
the Institute for International and Cross-Cultural Psy-
chology at St. Francis University. In addition to offering
courses and research opportunities, the Institute offers
special programs for those who wish to major in interna-
tional and cross-cultural psychology, one of the require-
ments for which is competence in two foreign languages.

Strategies for internationalizing psychology might
also include innovative use of technology using Web site
tools. Dr. Richard Valeyo, professor of psychology at
Pace University, offered a number of examples of such
technology for teaching and learning with the goals of



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broadening students’
perspectives across national and
cultural boundaries. Technology available today
can be used to teach students in other coun-
tries as well as in our own; and social network-
ing sites can afford opportunity for students
from different backgrounds to share ideas
as long as there is a shared language. Dr. Va-
leyo described in some detail Web 2.0 technologies for
instructional purposes, including technologies suited
for course management. For most of the more senior
conference participants, this presentation was itself an
experience of immersion in a new culture...but one in
which the younger generations of students and faculty in
most countries these days are increasingly well versed.

INTERNATIONALIZING PSYCHOLOGY EDUCATION: SOME STUDENT PERSPECTIVES

Conference participants were enlightened as well by
a panel addressing student perspectives about the in-

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Dr. Arwa Aamiry, a citizen of Jordan who earned two separate PhD degrees in psychology (experimental and clinical health psychology) at two different universities, University of Louisville and University of Florida, spoke eloquently about universal principles facing international students based on her longer-term cultural immersion experiences as a female student from an Arab culture in the U.S.



Internationalization

of psychology education. Ms. Nadia Hasan, chair, American Psychological Association of Graduate Students (APAGS) and currently a doctoral psychology student on internship at the Counseling Center, Michigan State University, spoke of initiatives being undertaken by APAGS to inform graduate students about opportunities to learn in other countries, including a Web site and a recently published guide for international students, of which Ms. Hasan is a coauthor. She also shared a few of her own short-term experiences as a student participant in international conferences (e.g., World Federation for Mental Health and International Congress of Psychology). From a student's perspective, one of the interests in attending such conferences is to learn about the role of psychologists and career opportunities in other countries. For such travel, of course, funding is a major concern for students. Closer to home on campus, Ms. Hasan suggested opportunities for U.S. students to meet with international students when the latter have special events on their campus, often in campus centers for international students. As a counseling psychology intern, moreover, Ms. Hasan shared some of the adjustment problems faced by international students studying in the U.S.

Although specific adjustment issues faced by international students, which would include U.S. students in other countries, might vary according to the variance between cultures native to students and that of the country visited, there are likely some universal principles to which

student and faculty attention should be invited.

Dr. Arwa Aamiry, a citizen of Jordan who earned two separate PhD degrees in psychology (experimental and clinical health psychology) at two different universities, University of Louisville and University of Florida, spoke eloquently about some of these principles based on her longer-term cultural immersion experiences as a female student from an Arab culture in the U.S. She also had been a postdoctoral Fulbright Scholar at the University of Pennsylvania; a visiting scholar at the University of Victoria, University of Minnesota, and University of Munster; and a visiting associate professor at the American University in Beirut. Having this uncommon collage of international credentials as a student and postdoctoral scholar, and now professor of psychology and director of the Institute for International and Cross-Cultural Psychology at the University of Jordan, Dr. Aamiry cited the following issues as being among the more salient universal challenges to students in a new culture:

- Songs and language
- What makes something funny
- The tempo of life
- The rules of behavior, including dating
- The definition of self

Unless there are support systems in place, students in this situation face a rather lonely and often inhospitable existence. There are barriers as well to international students even before they come to the U.S. As with students in the U.S., funding is a big issue for students from other countries. Moreover, financial support for study abroad is hampered by the fact that psychology as a field of study is not always recognized in other countries with the same degree of prestige as is awarded to such fields as medicine engineering or the physical sciences. And, specific to psychology, standardized test scores often required by graduate departments pose a barrier to some international students, especially the verbal component of the Graduate Record Examination.

Two faculty discussants on the student perspectives panel also brought different but converging perspectives to bear on these issues, perspectives quite congruent with those expressed by Ms. Hasan and Dr. Aamiry. With many years as a psychology professor at Highline Community College, located near Seattle in one of the most ethnically and linguistically diverse areas of the country, Ms. Sue Frantz teaches students among whom about 50% speak a first language other than English. She discussed some of the pedagogical methods used in her classrooms with good effect on student learning, including extensive use of Web technologies by which students can make diverse connections in broadening their understanding of the world.

Understanding multiple worldviews and being able

in that context to examine and articulate the basis of one's own worldview are among the learning goals for all students in an internationalized education. It was the lead point made by panel discussant Dr. Louise Douce, assistant vice president of Student Affairs and director of the Counseling and Consultation Service at Ohio State University. "Helping students find their voice" was a phrase used by Dr. Douce, as we learn to listen to one another through linguistic accents and cultural expressions of language, part of the deeper learning that can come

from international exchange. She spoke also of the critical importance of being sensitive to student–faculty power relationships, personal and interpersonal boundaries, the construct of self and personal identity, and a general understanding of social roles in a cross-cultural context in providing systems of support for international students. These perspectives are relevant to the support for any international student, but were discussed by Dr. Douce also in

the more specific context of international students who at the graduate level of study are preparing to be counseling or other health and human service psychologists.

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IMPLICATIONS FOR DIFFERENT LEVELS AND TYPES OF EDUCATION IN PSYCHOLOGY

Subsequent to the panels on faculty and student perspectives about internationalization of psychology education, conference participants were assigned to small groups for discussion of the implications of such a process for undergraduate education (facilitated by Dr. Maureen McCarthy, Kennesaw State University), research training (facilitated by Dr. Suzanne Bennett Johnson, Florida State University College of Medicine), applied training (facilitated by Dr. Frederick Leong, Michigan State Uni-

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versity), faculty development (facilitated by Dr. Ronald Rozensky, College of Public Health and Health Professions, University of Florida), and quality assurance/mobility issues (facilitated by Dr. Judy Hall, National Register of Health Service Providers in Psychology).

For purposes of this summary, discussion points and recommendations from these conference breakout groups are interwoven into three categories of implication: undergraduate and precollege education, graduate and postdoctoral education, and quality assurance/mobility issues. The rationale for doing this is that the goals and institutional cultures related to the two broad levels of education differ; and the category of quality assurance and mobility issues cuts across levels of education, related more to processes and criteria by which education quality is assessed and qualifications of individuals are certified.

Undergraduate and Precollege Education

The historical context of undergraduate teaching in the U.S., one that also pertains to precollege teaching, is that psychology is expected to be taught as part of a general, liberal education, not as a discipline within which technical training or a vocational education is the major goal. Moreover, the roles of faculty in precollege and undergraduate institutions are characterized by predominant attention to teaching activities, albeit as scholars in doing so at the undergraduate level of postsecondary education. In this context and given the fact that psychology is among the most popular undergraduate disciplines on most campuses engaging significant numbers of faculty, it is not surprising that our discipline has a long and substantial history in the scholarship of teaching, another higher education meta-theme of the past decade advanced by those who have had major roles as undergraduate faculty.

The flagship journal of APA Division 2 (the Society for the Teaching of Psychology), *Teaching of Psychology*, is a splendid testimony to this division's strong orientation to the scholarship of teaching, a journal in which attention to such topics as internationalization of the curriculum can be given on a regular or periodic basis, as is done for other topics of pedagogy, e.g., technology in

teaching and learning. As such, it is a significant resource for undergraduate and precollege faculty. There is also a newsletter for these faculty published by the APA Education Directorate in which various topics related to precollege and undergraduate curricula are addressed.

For faculty responsible for undergraduate education in psychology, APA Division 2 has sponsored other important professional forums for the exchange of ideas among scholars. In collaboration with regional psychological associations, for example, annual teaching institutes offer excellent venues through which to give attention to such issues as internationalization of the curriculum. Likewise, the annual APA convention provides a forum for these division members to focus on issues related to teaching. Attesting to the significance of the theme of this year's ELC, members of this division now have an elected officer position of "Vice President for Diversity and Internationalization."

Yet another very useful resource for faculty is the APA Division 2 Web site link to the Office of Teaching Resources in Psychology developed by faculty whose primary orientation is to undergraduate teaching. There, one can find an annotated bibliography, a list of relevant resource organizations, and specific course suggestions. Updating these resources with an emphasis on internationalizing the curriculum in different subject areas of psychology was agreed by ELC discussants to be of high importance. APA Division 52 (International Psychology) also has sponsored annual convention sessions on this topic and also has instituted a clearinghouse of teaching resources.

Textbooks, on which undergraduate education in psychology is heavily dependent, tend not to reflect in any systematic way the internationalization of psychology, though more in recent years attend at least modestly to multicultural issues in our discipline. Undergraduate faculty and students, therefore, must rely on other sources of information for guidance in how they might internationalize the curriculum. In addition to the preceding resources for such information, it was suggested that undergraduate psychology departments urge their campus libraries to subscribe

to some of the more relevant international journals in psychology so that students and faculty could be more exposed to international scholarship in our discipline.

With a focus on undergraduate learning outcomes, the APA has promulgated a set of guidelines for undergraduate majors in psychology, one section of which is focused on the learning goal of achieving sociocultural and international awareness. Broad objectives under this goal include: psychological knowledge from an international perspective; methodological issues in international research; awareness of how the discipline of psychology is developed, studied, and applied in and across cultures; psychology and interpersonal understanding; and how psychological knowledge can be used in addressing the human condition from a global perspective. Materials related to these developments were available to ELC participants to facilitate discussion. Parenthetically, one might add, these learning objectives could validly serve for graduate students as well as for undergraduate majors in psychology!

In addition to these learning outcome guidelines, one of the participants suggested the development of a Web 2.0 site to facilitate an ongoing dialogue among faculty about how international or multicultural issues might be infused into coursework in different areas of psychological study. It was pointed out that APA Division 2 now has a Wiki and how that might identify a section on internationalizing psychology education. Faculty development on creative uses of these and other technologies for teaching in general, as well as for purposes discussed here, is strongly encouraged.

Finally, with the attention given by national higher education organizations (e.g., ACE and Association of American Colleges and Universities) to internationalization of the curriculum and assessment of learning in a liberal education at the undergraduate level, some of the

With a focus on undergraduate learning outcomes, the APA has promulgated a set of guidelines for undergraduate majors in psychology

participants suggested that psychology faculty become familiar with internationalization initiatives of other disciplines on their campus and, accordingly, adapt or collaborate in their teaching of psychology to complement the teaching in other disciplines. Such an approach to internationalization might facilitate learning across the disciplines through reflective and critical thinking, a general goal of liberal education. As one of the participants noted, too, this type of learning outcome should be emphasized in programs that allow students to study abroad just as it should be in the classroom at home.

Graduate and Postdoctoral Education

While research experience and related scholarship is introduced to students at the precollege and undergraduate levels of education, it is expected to be a prominent activity for faculty and students at the graduate and postdoctoral levels, especially in PhD programs. Although there are some differences in this expectation between master's and doctoral degree programs, as well as between the PhD and PsyD degree programs at the doctoral level, the research experience is one in which significant variations might be expected with an internationalization of education. Foundational paradigms for research and the epistemological bases for such can be highly divergent across different cultures and histories of civilization in the world. Such divergent paradigms can be reflected in topics and methods of research, as well as in the emphases of journals within which scholars publish their work. For the graduate student, broad exposure to and discussion of these differences should be a part of their education, especially at the doctoral level for the PhD degree, the primary goal of which is to prepare scholars. Preparing graduate students to be reflective about their work as scholars should include their exposure to alternative epistemologies of science and practice, certainly one of the expected consequences of internationaliz-

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ing education at this level and in postdoctoral work.

Toward these ends, many universities have research or policy centers focused on multicultural or international issues, centers that are multidisciplinary in their faculty and graduate student composition (including international exchange faculty and students). Such centers thereby offer exposure to a broader array of methodologies and underlying epistemologies in addressing common sets of problems than typically do separate disciplinary departments. In such centers and through other academic departments or schools, moreover, psychology might also learn from other disciplines that have made advances in internationalizing their graduate or professional education perspectives, e.g., political science, international relations, law, and business. Even schools of medicine, engineering, and architecture for some time have been increasingly inclusive of more global perspectives. Psychology already has a history of partnering with these other disciplines in many of its own areas of research and practice, and, consequently, might benefit from the same in the internationalization of curriculum domains.

One of the more important aspects of preparing graduate students to be scholars in the discipline, one that typically receives less attention in our country, is their preparation as teachers. It was for this purpose that the national initiative on Preparing Future Faculty was begun nearly two decades ago, resulting in most major doctoral degree granting universities now having opportunities in teaching and learning centers for development of faculty and graduate students in methods of pedagogy. Psychology as a discipline continues this initiative at the graduate department level and consequently affords its graduate students opportunity to learn more about teaching in the discipline. The faculty resources discussed in the previous summary of implications for undergraduate education are pertinent to the development of university faculty and their graduate students as well. Thus, to the extent that future undergraduate education goals include more emphasis on international perspectives, graduate students preparing for careers as undergraduate faculty need to be aware of that and familiar with the resources available for such faculty.

Areas of applied psychology that now attract the ma-

jority of graduate students, especially those in areas subject to doctoral and postdoctoral education accreditation, have increased attention given to multicultural issues over the past decade or more. Whether preparing for practice of their area of psychology in the U.S. or abroad, as might be the case for organizational psychologists employed in global corporate settings, issues of cultural context have become increasingly important. Consequently, it is vital for graduate students to develop sensitivity to cultural differences and some degree of competence in working with patients or clients of diverse cultural backgrounds. Graduate students also should have access to the many international journals reporting on applied research and practice, and, at the postdoctoral level especially, to participate in international conferences on specialized topics of research and practice. International exchange programs for study might also be explored at the postdoctoral level, perhaps more so at that level than at the doctoral level due to remaining challenges in the internationalization of program quality assurance and psychologist certification issues that are critical for international mobility.

International Quality Assurance and Mobility Issues

During the past two decades there has been significant increase of attention given to quality assurance mechanisms related to education and certification of psychologists in areas of applied psychology, especially important for mobility of psychologists across national and international boundaries of practice jurisdictions. Although significant progress has been made in working toward a common framework for recognition of psychologists' education credentials for practice among European Union countries, as well as among different provincial and state jurisdictions in Canada and the U.S., respectively, there remain many challenges for a truly international set of guidelines to be developed due to historical and cultural differences in foundational education and credentialing of individuals certified to practice psychology. The answers to such fundamental questions as "who is a psychologist?" and "what are psychologists authorized to do in their practice?" can vary among countries and sometimes

between regulatory jurisdictions in the same country.

In light of this dilemma, more emphasis is being given to defining the practice of psychology in terms of broad competencies expected, rather than focusing exclusively on levels or type of education. This approach has been given particular attention over the past decade in Canada, Mexico, and the U.S., from which lessons learned have been shared in the Trilateral Forum that annually engages psychologists from these three countries on topics of education and credentialing to facilitate information exchange. Graduate students have been included in these discussions in recent years as well. European Union countries likewise are working on the definition of competencies for psychologists to practice, as are other countries. Through an international conference on professional education and credentialing in psychology, sponsored every 4 years by the Association of State and Provincial Psychology Associations (ASPPB), psychology is becoming a global community in regard to at least the exchange of information about issues of quality assurance in education and professional certification of individuals.

The focus on competencies is clearly the emphasis of accreditation standards for professional psychology programs in the U.S.. Likewise, Canada includes such an emphasis in its accreditation system for psychology, as do the U.K. and the European Union systems, of quality assurance under development. One of the charges to the BEA/CIRP task force of APA, referred to in the introduction to this article, is to determine what if any role the APA should play as a national organization of psychologists to advance international quality assurance agreements, policies, and procedures for different levels of educational attainment and areas of psychology. In her invited address to the conference, Dr. Sandy Shullman, managing partner, Executive Development Group-Ohio, and chair of the task force, addressed this charge.

The theme of Dr. Shullman's address, as it was for the BEA/CIRP task force on quality assurance in international Education and Training, was "becoming a learning partner." The characteristics APA should manifest as a learning partner, in collaborative efforts with other organizations on an international basis, include: develop-

ing a consistent and trusted presence; sharing knowledge and expertise when and where invited and to learn from others' examples; collaborating with colleagues in other countries when invited to do so; and seeking to work as a learning partner in the development of a framework for international policy. Core values for APA in an international exchange about quality assurance should include: collaboration, inclusion, mutual learning, respect, focus on enabling mechanisms, commitment to enhancing capacity, sensitivity and respect for multiple contexts within which psychology functions, and acknowledgement of multiple approaches to quality assurance and education standards, extending these core values to a discussion of what people do cross-culturally over time to become effective "thinking leaders." Dr. Shullman concluded her presentation by reminding ELC participants that "U.S. psychology is not global psychology" and that "we have to learn to make psychology an international discipline."

HOW IS PSYCHOLOGY TO BECOME AN INTERNATIONAL DISCIPLINE?

Dr. Anthony Marsella, professor emeritus of the University of Hawaii and recognized scholar of multicultural and international psychology, shared his perspective on the question posed above. In an invited address toward the end of the conference, a presentation compellingly passionate and well reasoned, Dr. Marsella summarized the forces that place us today in a global society and the human consequences of these forces. For significant portions of the world's growing population, he noted, these consequences are negative in terms of quality of life, e.g., increasing numbers of displaced populations and significant numbers who are marginalized, disenfranchised, impoverished, or otherwise subjected to physical and psychological abuse. How psychology as a science and a profession responds to the challenges presented by these forces, he suggested, "will shape our definition, identity, growth, and survival as a discipline and profession" (Marsella, 2007; 1998).

In the context of the conference theme of internationalization, Dr. Marsella noted that while there are 192 nations participating in the United Nations today, there are more than 5,000 identifiable ethnocultural groups in

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the world. Thus, internationalization must include attention to diversity within and between national boundaries, diversity based on ethnocultural histories. "The key to internationalization of psychology," he commented, "is the construct of culture." Noting that North American and Northern European psychology reflect the assumptions, values, and priorities of Western cultural context and history, Dr. Marsella further suggested that many ethnic minority and international populations from other parts of the world perceive such psychology as biased and inappropriate to their cultural histories.

Thus, if we are to internationalize psychology, Dr. Marsella concluded, "we must think transformationally!" Being sensitive to the cultural constructs of our own assumptive world in psychology, as well as asking new questions, setting new horizons, and being responsive to global issues must become part of our professional orientation. The outcome of this could be the development of a new psychology, one that is "multicultural, multisectoral, multinational, and multidisciplinary." He concluded his remarks by suggesting a number of ways in which the APA and academic departments might advance this agenda through education, and appealed to psychologists to assume more active roles as citizen-scholar advocates for human rights and justice in society.

Apart from the ELC, but quite related to the arguments advanced by Dr. Marsella, a provocative article titled "The Neglected 95%: Why American Psychology Needs to Become Less American" was published in the

October 2008 issue of *American Psychologist* (Arnett, 2008). Toward the end of developing a broader and more culture-based psychology, the article likewise offers several recommendations for APA journals, for undergraduate majors in psychology, and for such government agencies as NIH and NSF related to international research grants for faculty and graduate students.

PLANNING FOR THE FUTURE

Concluding the discussion of internationalization of education in psychology, Dr. Barney Beins, professor and chair, Psychology Department, Ithaca College and BEA member, facilitated a lively plenary session on "lessons learned" from the conference using clickers to afford instant feedback of conference participants' answers to questions, followed by discussion. On many questions, there was considerable variance of opinion among participants, an outcome not surprising given the diversity of backgrounds and roles represented among psychologists present, not to mention the complexity of the issues about which questions were addressed at this conference.

One of the lessons learned from this exercise is that as

in any domain of inquiry, one must be clear about one's definition of terms, much as was done at the start of the conference. For example, when the question posed was "do you have to be an international psychologist to teach international psychology," great variance of response followed. In the discussion that ensued, it was discovered that participants had different ideas of what it meant to be an "international psychologist." It seems that there is a key here also to being an effective learner in a multicultural, international conversation, namely that one's own cultural framework of assump-

Pursuant to that end, the ELC was conceived as a forum in which psychology educators, practitioners, scientists, and public policy leaders might have a voice through the exchange of ideas and debate about issues related to education and training in psychology

tions and definitions may not hold true for others.

Following a short small-group breakout session for discussion of how what was learned might be implemented back home on respective campuses, conference participants were generally of the view that we are probably not ready yet for development of a guide on “best practices,” but that we might to good advantage collect information in a systematic way about local campus experiences, noting what works and what doesn’t in the context of local institutional structures, cultures, and educational goals. Again, what works on one campus may not work on another, in part because of different institutional histories and cultural contexts. This, too, is an important lesson in learning to be a partner in critical conversations of an international and multicultural nature about education in psychology.

Internationalization of education in psychology, when implemented with full recognition of the diverse historical and cultural contexts such implies, is a goal toward which we as a discipline must be oriented for the graduates of our education programs to be effective participants as citizens, scholars, and practitioners of the profession in the new century. Yet, it will take time and, in most instances, will likely succeed only to the extent that it becomes part of the strategic fabric and culture of the educational institution in which psychology is taught. Olson, Green, & Hill (2008, p. iii) share the following observations based on early initiatives of the American Council on Education to internationalize education in a selected sample of postsecondary institutions:

It demands multiple interrelated changes...one program or policy change produces a cascading series of subsequent changes. We observed how internationalizing the curriculum required new attention to faculty development and interdisciplinarity, and new discussions about global learning outcomes and general education. These developments, in turn, necessitated new approaches to assessing student learning, rewarding faculty, and working across depart-

ments. Comprehensive internationalization challenges faculty and staff to rethink the content and methodology of their teaching and research. It is a long-term undertaking, involving many people, usually requiring five to 10 years to become embedded in the fabric of the institution, and even longer to work its way into every department, program, and campus office.

Psychology as a major discipline on most college and university campuses can be among the disciplinary leaders in moving toward the goals of internationalization in education.

HAVING OUR VOICES HEARD

In his concluding remarks, Dr. Marsella spoke to the fusion of personal pursuit of meaning, responsibilities as a citizen, and responsibilities as a professional as the foundational rationale for our becoming more engaged in the internationalization of psychology education. It must be such for psychology as a scientific discipline and a profession to have a recognized public voice in the world of the 21st century.

Pursuant to that end, the ELC was conceived as a forum in which psychology educators, practitioners, scientists, and public policy leaders might have a voice through the exchange of ideas and debate about issues related to education and training in psychology, from that related to precollege students through the lifelong learning of psychologists. It has become a successful forum in this regard and affords psychologists of diverse backgrounds who have a common interest in education to have their voices heard at the conference, but equally important to take lessons learned from the conference to their home campuses so that other colleagues also can benefit in a common cause to advance the teaching and learning of psychology for the benefit of society.

In this same vein, the ELC is also a forum each year from which psychologists concerned about issues of education and training can become citizen-scholar advocates on behalf of those issues through having their

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voices heard by their state and local jurisdiction members of Congress. This is the advocacy component of the ELC, one that is also critical if psychology is to advance as a science and practice to benefit society. Led by APA Education Directorate Associated Executive Director for Government Relations Dr. Nina Levitt and her staff, ELC participants are afforded a legislative issues overview, special advocacy training for those new to the advocacy process, and specific role playing opportunities to prepare

Graduate Program, Sandra Day O'Connor College of Law, Arizona State University, on strategies and tactics of science-based persuasion for leaders in education.

This year, participants were briefed on new legislation related to college mental health services, what to expect with the next Congress and a new administration, what to expect on their Capitol Hill visits, and interactive strategies for those visits. More than 100 ELC participants visited their Representatives and Senators, following which there were opportunities for debriefing with APA staff. Their message to the Hill this year was to advocate for inclusion of the Mental Health on Campus Improvement Act and Campus Suicide Prevention Program in reauthorization of the Substance Abuse/Mental Health Services Administration (SAMHSA) in the next Congress.

Advocacy by psychologists in their citizen-scholar roles is not limited to this one session of the ELC each year. Rather, it is a continuous year-round effort facilitated by a grassroots network of psychologist educators around the country. The role of these leaders and their regional coordinators is vital to the future of psychology in the legislation of our nation. Each

year, a highlight of the ELC is the Education Advocacy Awards luncheon, an event at which awards are presented for distinguished service. This year, awards were presented to: Dr. Joanne Callan, Alliant International University-San Diego, for the Members At-

Large Award; Dr. Michael Roberts, University of Kansas, for the Members of the Education Advocacy Grassroots Network Award; and Mr. Josh Jacobs, legislative assistant to Senator Patty Murray, for the Friend of Psychology



Dr. Linda Demaine, on strategies and tactics of science-based persuasion for leaders in education

for Congressional visits to advocate for the issues selected each year.

Ms. Jenny Smulson, senior legislative and Federal Affairs officer, and Ms. Sheila Forsyth, Advocacy/Grassroots consultant to Dr. Levitt's office, enhanced each year by their consultant and role-playing facilitator, Mr. Christopher Kush, president, Soapbox Consulting, have major roles in facilitating this section of the ELC. In addition, a presentation was made again this year by Dr. Linda Demaine, director, Law and Psychology

Award. Presentations were made by Dr. Gilbert Newman, chair, BEA, and Dr. James Bray, president-elect, APA. For more information about the awards, see: <http://www.apa.org/ppo/education/2008awards.html>.

For psychologists who are not yet engaged in education advocacy efforts, but who might be interested in preparing for such activity in the future, the Education Directorate Government Relations Office offers advocacy Webinar training sessions. To sign up for or obtain more information about this opportunity, you may contact Jess Goshow of that office: jgoshow@apa.org.

ACKNOWLEDGEMENTS

Special acknowledgement is given to the following members of the Board of Educational Affairs, in addition to Education Directorate Executive Director Dr. Cynthia Belar, who chaired and facilitated discussions during different sessions of this year's ELC: Drs. Gilbert Newman (BEA chair), Barney Beins, Ronald Brown, Pamela Reid, and Jacquelyn White. Acknowledgement likewise is given to the Education Directorate staff whose technical and professional support made this conference possible. Finally, the success of this ELC could not have been realized without the year-long planning by the Education Directorate staff and the Board of Educational Affairs, in collaboration on this year's theme with the Committee on International Relations in Psychology and the APA Office on International Psychology.

Among the many benefits of participating in a learning culture that is international in scope, examples of which include teaching and learning with scholars of other countries, publishing one's scholarly work in international journals, and attending international conferences of scholars, is the opportunity to meet and perhaps even work with colleagues from other countries and backgrounds. In this context, ELC participants were privileged to have as guests at their conference reception this year,

welcomed by American Psychological Association Chief Executive Officer Dr. Norman Anderson and American Psychological Association President Dr. Alan Kazdin, the Honorable H. E. Francisco Villagran, Ambassador, Embassy of Guatemala; Interamerican Society of Psychology President Dr. Andres J. Consoli; and President, Executive Committee Ms. Maria del Pilar Grazioso of the XXXII Interamerican Congress of Psychology.

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October 2008

Education Advocacy Legislative Issues Update

GRADUATE PSYCHOLOGY EDUCATION (GPE) PROGRAM

In June, the House Labor, Health and Human Services, Education Appropriations Subcommittee marked up its funding bill for the 2009 fiscal year. In the bill, Congresswoman Rosa DeLauro (D-CT), subcommittee member and a real champion of the Graduate Psychology Education (GPE) program, included \$4 million for GPE. A funding level of \$4 million is a significant increase for GPE; in fact, it is more than double the amount the program received in recent years (\$1.8 million for FY 2006, 2007, and 2008). In the meantime, Congress passed a Continuing Resolution, freezing programs under the Labor-HHS jurisdiction at their current funding level (i.e., about \$2 million for the GPE program) until March. If Congress takes action on the Labor-Health & Human Services-Education bill, APA will fight for the \$4 million. And, should the Veterans Affairs (VA) authorizing bill, which contains statutory language requiring the VA to transfer \$5 million to GPE (for a focus on returning military personnel) be reintroduced and passed early next year, the GPE funding level for FY 2009 will rise to at least \$7 million. A list of current GPE programs can be found at: <http://www.apa.org/ppo/gpe/fy07grants.html>.

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA) REAUTHORIZATION

Mental Health on Campus Improvement Act. APA's Education Government Relations Office (ED GRO) staff is seeking the inclusion of S. 3311, the Mental Health on Campus Improvement Act, in the SAMHSA reauthorization bill. Through a competitive grant process, administered by SAMHSA, S. 3311 would enable institutions of higher education to use funds for providing mental and behavioral health services to students (prevention, screening, early intervention, assessment, treatment, management, and educational services); employ appropriately trained staff; and expand training opportunities through internship, postdoctorate, and residency programs. ED GRO staff is currently working to garner additional Senate support for S. 3311 and trying to get a House companion introduced.

SAMHSA Campus Suicide Prevention Program ED GRO is also seeking the continuation of the Campus Suicide Prevention Program and an increase in its Authorization of Appropriations (increase the funding ceiling to \$10 million). Authorized first as part of the Garrett Lee Smith Memorial Act and housed at SAMHSA, the Campus Suicide Prevention program



Mental Health on Campus Improvement Act, would enable institutions of higher education to use funds for providing mental and behavioral health services to students (prevention, screening, early intervention, assessment, treatment, management, and educational services)...

GPE GRANTEE RECEIVES APF AWARD

Congratulations to Joseph H. Evans, PhD, professor, Department of Pediatrics, and director of the Munroe-Meyer Institute Psychology Department at the University of Nebraska Medical Center (UNMC). Dr. Evans was awarded the 2008 American Psychological Foundation Cummings PSYCHE Prize during the APA annual convention in Boston for his work in integrating behavioral health into pediatric primary health care practice. Dr. Evans noted that financial support for these efforts, including funding for four interns who train in rural integrated health sites around the state, is partially provided through a Graduate Psychology Education (GPE) grant from the Bureau of Health Professions. Dr. Evans further noted that GPE funding has enabled him to place behavioral health providers in medical practices in 14 clinics throughout Nebraska.

Dr. Evans' GPE grant is focused on addressing the critical shortage of psychologists treating children, adolescents, and families in underserved rural communities by expanding the psychology internship training program located in the Psychology Department of the Munroe-Meyer Institute at the UNMC. This "integrated behavioral health internship model" provides interdisciplinary training experiences in serving children and adolescents with disabilities and their families and integrated "learning through service" clinical experiences in rural primary care settings. With continued funding from the GPE program, the behavioral health model will be extended to a minimum of three additional rural sites over the next 3 years with the goal of providing internship training and placement of interns into integrated behavioral health practices in underserved health professions shortage areas. The GPE grant provides support to train 18 psychology interns, 12 pediatric and family medicine residents, and 20 midlevel mental health practitioners (counseling, marriage and family, and social work) students. Gaining increased funding for the GPE grant program is a top priority for the APA Education Government Relations Office. More information is available at: www.apa.org/ppo/education/october08update.html.

is a small but effective competitive grant program that makes funds available to institutions of higher education to enhance education and outreach services to students with mental and behavioral health problems, such as depression, substance abuse, and suicide attempts.

SAMHSA Campus Suicide Prevention Program Grants

On September 10, new grants were announced by SAMHSA as part of the Campus Suicide Prevention grant program. To date, there have been 72 grants (about \$20 million) to institutions of higher education to assist colleges and universities in their efforts to prevent suicide and enhance educational services for students with mental and behavioral health problems that place them at risk for suicide. These grantees are working on

campus to raise awareness and provide education to the campus community about the risks and warning signs of suicide. Further, they are communicating with each other and sharing best practices nation-wide with their colleagues in other colleges and universities (see <http://www.samhsa.gov/newsroom/advisories/0808203705.aspx>).

SAMHSA Request for Grant Applications

SAMHSA has also recently issued a new request for applications for its Campus Suicide Prevention grant program. These applications are due on November 25, 2008. It is anticipated that SAMHSA will make about 21 grants of up to \$100,000 per year for 3 years. Institutions of higher education are eligible to apply, and institutions may carry out the activities of this grant through college counseling centers, college and uni-

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versity psychological services centers, mental health centers, psychological training clinics, or institutions of higher education-supported, evidence-based mental health and substance abuse programs. For complete information about the applications, please visit http://www.samhsa.gov/Grants/2009/sm_09_001.aspx.

Workforce Development

ED GRO staff is taking the lead on promoting workforce issues for the SAMHSA reauthorization. Proposed are a number of new or improved workforce initiatives, including authorizing the Minority Fellowship Program (MFP), expanding the workforce data collection and analysis capability, and establishing a loan-repayment program. Despite the raised awareness about these issues and the great deal of support garnered, the draft Senate bill only contained language to allow for funding of interns and fellows. Fortunately, the bill died, and the reauthorization will be taken up again in the next Congress, giving ED GRO staff another chance to pursue workforce development issues.

Center for Deployment Psychology (CDP)

The Center for Deployment Psychology (CDP) was recently incorporated into the newly established Department of Defense Center of Excellence (DCoE) for Psychological Health and Traumatic Brain Injury. The CDP will be the military arm for training health professionals for meeting the mental health needs of returning military personnel and their families. As an established permanent program, the CDP is expected to receive continued annual funding as part of the DCoE and will no longer need a separate congressional appropriation each fiscal year. Nevertheless, Congressman Bill Young (R-FL) got report language into the Defense Appropriations bill that directs the Department of Defense to continue funding the CDP as part of the DCoE (see <http://www.apa.org/monitor/2008/07-08/service-dod.html>).

The Higher Education Act Reauthorization
The Higher Education Opportunity Act (HR 4137) (HEA), the bill reauthorizing the Higher Education

Act of 1965, was passed by large majorities in the U.S. House of Representatives and the U.S. Senate in July and was signed into law on August 14, 2008. The HEA includes many provisions of interest to members of APA. The final legislation included language that maintains the integrity and independence of the accreditation process and APA's definition for "teaching skills" with minor modifications. The HEA also now includes a new discretionary loan forgiveness program: the Loan Forgiveness for Service in Areas of National Need. Mental health professionals are eligible to participate in this program. A recipient could have \$2,000 of an outstanding loan forgiven for each year the recipient is employed in a specified field, with a maximum amount forgiven of \$10,000. More specific guidelines for the program and regulations will be established by the Department of Education. For further information, see <http://www.apa.org/ppo/education/october08update.html>.

Community Health Center: Primary Care Initiative

The ED GRO teamed with the Practice Organization's Committee on Rural Health to host an all-day meeting on September 19, 2008, on the role of psychologists and psychology trainees in Federally Qualified Health Centers (FQHCs). Invited were APA members with expertise in rural health care, urban health care, and integrated health care, as well as representatives from the Bureau of Primary Health Care, the National Association of Community Health Centers, and Primary Care Associations (PCAs). Meeting goals included: (1) learning what has worked to create positions for psychologists and psychology trainees in FQHCs; (2) creating an action plan to translate lessons learned in other states; and (3) building the foundation for a partnership among state psychological associations, state primary care associations, relevant federal agencies and national organizations, and the American Psychological Association to further the initiative. More information is available at: <http://www.apa.org/ppo/education/integrated1008.html>.

2008 Education Advocacy Distinguished Service Awards

Board of Education Affairs Chair Gilbert Newman, PhD, announced the recipients of the 2008 Education Advocacy Distinguished Service Awards. Josh Jacobs, legislative assistant to Senator Patty Murray (D-WA), was honored as the 2008 Friend of Psychology for his relentless efforts to improve military service veterans' mental health services. Dr. Michael Roberts then received the 2008 Education Advocacy Distinguished Service Award for his dedicated support of the education advocacy grassroots network since its inception in the early 1990s. Dr. Roberts is a founding member of the Federal Education Advocacy Coordinators (FEDAC) grassroots network and currently serves as a FEDAC Campus/Training Representative at the University of Kansas. The final award was presented to Dr. Joanne Callan (Alliant International University-San Diego). Dr. Callan was honored as the first executive director for the APA Education Directorate. During her tenure, Callan established the Education Public Policy Office (now the Education Government Relations Office), initiated the annual Education Advocacy Breakfast meeting, and started the education grassroots network, forerunner to the Federal Education Advocacy Coordinators (FEDAC) grassroots network. Recognized for her vision and leadership, Dr. Callan was acknowledged as "the Mother of Education Advocacy" (see <http://www.apa.org/ppo/education/2008awards.html>).

Online Advocacy Training Webinars

The ED GRO staff is pleased to announce that it is now offering online advocacy training Webinar sessions to APA members and graduate students. Since June 2008 two introductory Webinar sessions have been presented, with another planned for this winter. ED GRO staff is in the process of developing two more Webinars for more experienced advocates. For more information about the Education Advocacy Webinar Sessions, contact Jess Goshow at jgoshow@apa.org.

EDU

Online CE credits are now available in the area of Ethics.

<http://www.apa.org/ce/ethics.html>

Now you can earn CE credits online for reading the "Ethics Rounds" articles, *in the APA Monitor*, by Stephen Behnke, JD, PhD, director of the APA Ethics Office. Each Ethics Rounds program contains six different articles and provides one CE credit. The wide range of topics covers timely, important, and professionally relevant issues such as

- Posting on the Internet
- Multiple relationships
- Unique challenges of campus counseling
- Training ethical psychologists
- The supervisor as gatekeeper
- The titles we use
- Gossiping about patients
- Media ethics
- and much more

APA members receive a special discounted price of \$15 (\$20 for nonmembers). To complete the program, read the articles (online or in PDF format); take the 12-item CE test, followed by the evaluation; and receive your certificate instantly. Find Ethics Rounds online at <http://www.apa.org/ce/ethics.html>.

APA Psychology Department Program (2008-2009)

The APA Psychology Department Program provides departments with access to APA's many teaching and advising publications as well as subscriptions to APA magazines and newsletters for \$300 per year. The 2008-2009 program includes the new editions of *Psychology as a Major: Is It Right for Me and What Can I Do With My Degree? Graduate Study in Psychology: 2009*, *Favorite Activities for the Teaching of Psychology*, the careers in psychology video, and three complimentary student affiliate memberships in

addition to subscriptions to the *Monitor*, *gradPSYCH*, the *Psychology Teacher Network*, and *The Educator*. Your department can also receive **PDP-NEWS**, an online news source for psychology faculty and students. APA also provides a link to participating psychology departments on the APA Web site. For more information, visit <http://www.apa.org/ed/pcue/psydeptprog.html>.

Catalyst Summit Held

Catalyst group members convened at Williams College from June 27 through July 5, 2008, for the program's second annual summit. The purpose of the summit was to greet a new cohort of Scholars, Associates, and Masters and welcome back the inaugural group from 2007 for a reunion.

During the weekend opening of the event and to much acclaim, the 2007 Scholars presented the results of their intensive yearlong research projects completed under the guidance of their Masters and Associates. They then helped lay the foundation for the new group. For the remainder of the week, the 2008 cohort met daily in their teams to discuss issues related to chemistry and begin developing the projects that each Scholar will be carrying out over the course of the year for their 2009 reunion. Masters each gave a presentation during the week about their particular subfield and led a roundtable discussion during the following scheduled meal time. All of these activities exposed the Scholars to a variety of subdisciplines within the chemical sciences, introduced them to new areas within the artistic field, and opened up discussion for issues ranging from colleges, majors, and career pathways to more speculative topics such as challenges gifted students face and the status of math and science education in high school.

The 2008 Catalyst group includes Chemistry Masters Dr. Ronald Andres (Purdue University), Dr. Paul Barbara (University of Texas), Dr. William Klemperer

(Harvard University), and Dr. Steven Sibener (University of Chicago); Art Masters Dr. Andrew Thomas (Music Composition), Wendy Klemperer (Sculpting), and Erica Dankmeyer (Dance and Choreography); Associates Gaby Avila-Bront (University of Chicago) and Johanna Schmidtke (University of Texas); and Scholars Paul Bissonette (age 16, IL), Catherine Crawford (age 17, IL), Jessica Durden (age 16, IL), Jiayi Kong (age 17, TX), Lee-Wei Kao (age 16, IN), Peter Nebres (age 15, IL), Mark Pavlyukovskyy (age 17, TX), Ian Strickman (age 16, MA), Shirlee Wohl (age 16, VT), Brynn Umbach (age 16, TX), and Zoe Yan (age 15, IN).

The Catalyst program, sponsored by the Camille and Henry Dreyfus Foundation for Chemical Sciences, is part of the American Psychological Association Center for Gifted Education Policy. It brings together adolescents talented in physical sciences (Scholars), outstanding graduate students or postdoctorates in chemistry (Associates), and eminent researchers across various disciplines of chemistry and the arts (Masters) to foster a new generation of creators, thinkers, and innovators. The goal of the program is to arouse curiosity in gifted youngsters by matching them with inspiring teachers.

Competency Initiatives for Professional Psychology

The Board of Educational Affairs has charged two work groups with developing resources for education and training programs related to defining and assessing competence in professional psychology. One group, the Competency Benchmarks Work Group, is revising a document that provides benchmarks for the core competency areas at three developmental stages (readiness for practicum, readiness for internship, readiness for entry to practice). The revised document will be disseminated to the public via the APA Web site in the near future. The Competency Assessment Toolkit Work Group is developing a toolkit for professional psychology that includes fact sheets about the use and applicability of various methods to assess competence. The work of this group is also in its final stages. Both groups are staffed by the Office of Graduate and Postgraduate Education and Training. For more information about competence initiatives for professional psychology, visit <http://www.apa.org/ed/graduate/competency.html>.

Graduate Study in Psychology 2009

Graduate Study in Psychology 2009 is now available for educators and students interested in purchasing a copy of the book or the online database. Graduate Study in Psychology provides information on about 600 graduate departments and programs in psychology in the United States and Canada. Program listings include information on the number of applications received by a program, number of individuals accepted in each program, and application information (GRE scores, letters of recommendations, documentations concerning volunteer or clinical experience, etc.). The online product is available through the APA Web site at <http://www.apa.org/gradstudy/>. The collection of information and publication of the *Graduate Study in Psychology* is a cooperative effort by individuals within the APA offices of Graduate and Postgraduate Education and Training (Education Directorate), Center for Workforce Studies (Science Directorate), Publications and Databases, and ITS Publishing Solutions.

If your department is not included in the publication, contact Clare Porac, PhD (cporac@apa.org), for more information.

2009 Meetings of the Regional Psychological Associations

February 18-21, 2009

Southeastern Psychological Association (SEPA)
New Orleans, LA
<http://www.sepaonline.com/>

March 5-8, 2009

Eastern Psychological Association (EPA)
Pittsburgh, PA
<http://www.easternpsychological.org/>

April 2-4, 2009

Southwestern Psychological Association (SWPA)
San Antonio, TX
<https://www.swpsych.org/>

April 16-18, 2009

Rocky Mountain Psychological Association (RMPA)
Albuquerque, NM
<http://www.rockymountainpsych.org/>

April 23-26, 2009

Western Psychological Association (WPA)
Portland, OR
<http://www.westernpsych.org/>

April 30- May 2, 2009

Midwestern Psychological Association (MPA)
Chicago, IL
<http://www.midwesternpsych.org/>

October 9-10, 2009

New England Psychological Association (NEPA)
Worcester, MA
<http://www.nepa-info.org/>

APA Board of Educational Affairs (BEA) Block Grants in Support of Precollege and Undergraduate Teaching Conferences

To enhance the quality of teaching and learning outcomes, the Board of Educational Affairs reviews proposals for financial support to award \$5,000 in BEA Block Grants each year.

Criteria

To be considered for funding, applications must meet the following criteria.

1. The conference must advance the teaching of psychology at the secondary, 2-year, and/or 4-year level;
2. The conference must be directed by an APA member, associate, or affiliate;
3. The grant must be requested by an APA member, associate, or affiliate; and
4. The grant must be used to offset travel expenses of selected conference participants, registration fees of conference participants, and/or speaker fees.

It is possible that conferences that have received block grants 2 years in a row may not be funded or may be funded at lower levels on the third consecutive application to ensure that a variety of conferences receive grants.

Proposals for block grants will be reviewed and evaluated according to the following criteria.

1. **Conference Goals and Activities.** Proposals will be rated on the perceived importance and innovativeness of the conference as well as the clarity and completeness of the description of the conference objectives and activities. (A conference announcement/brochure should be submitted with the application.)
2. **Composition of Target Audience.** Proposals will be rated on the potential impact and suitability of content for the target audience.
3. **Budgetary Information.** Proposals will be rated on the clarity and completeness of the description of the conference budget, anticipated expenses, and confirmed and anticipated sources and amounts of funding.

Following the evaluation of the proposals, the BEA Block Grants Subcommittee will recommend monetary awards based on the availability of funds and on the quality of the applications.*

Deadline

Funding requests for teaching conferences in 2009 should be postmarked by February 23, 2009.

Please send written requests to:

Martha Boenau
Education Directorate
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
E-mail: mboenau@apa.org

* Applicants may be awarded up to \$1,000 during a given year. If fewer than five acceptable applications are received in a given year, the BEA may award more than one block grant (and more than \$1,000) to the same conference in that year.



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