

Board of Educational Affairs (BEA) 2005 Annual Report

BEA Members: Cindy Carlson, PhD (Chair); Asuncion Miteria Austria, PhD; Mary Brabeck, PhD; Charles Brewer, PhD; Linda Campbell, PhD; Martha Christiansen, PhD; Louise Douce, PhD; Nadya Fouad, PhD; Cynthia de las Fuentes, PhD; Cynthia A. Hudley, PhD; Wilbert J. McKeachie, PhD; and Nathan Perry, PhD.

Staff Liaisons: Robert Walsh and Luis Espinoza.

BEA addresses an array of issues that encompass all levels of education from pre-K to continuing professional education. This report provides information on some of BEA's major activities in 2005.

Education Advocacy Activities

Education Advocacy Trust

BEA now serves as the advisory oversight board for the Education Advocacy Trust (EdAT), which was established by the APAPO Board of Directors at its June 2005 meeting.

The EdAT is a legal structure within the American Psychological Association's companion organization, the American Psychological Association Practice Organization (APAPO) -- a 501(c)(6) tax status organization. The mission of the EdAT is to promote the mutual professional interests of psychologists in advancing education in psychology and psychology's role in other areas of education through advocacy activities that cannot be conducted legally within the APA, an organization that is tax exempt pursuant to Section 501(c)(3) of the Internal Revenue Code.

The Education Advocacy Trust (EdAT) has been soliciting contributions through the APA dues statement and direct communication with individuals with a stake in psychology's education advocacy agenda. More information on EdAT is available online at www.apaedat.org.

Education Advocacy Priorities: Second Session 109th Congress

With the approval and support of BEA, the Education Policy Office initiated its 2005 priorities resulting in Congress' approval of \$3.4 million to fund the new Defense Graduate Psychology Education (D-GPE) Program, which is designed to address the growing mental and behavioral health needs of returning service members and their families; the saving of the Graduate Psychology Education (GPE) Program; and the approval of \$27 million for the Suicide Prevention Programs authorized under the Garrett Lee Smith Memorial Act, of which the Mental and Behavioral Health Services on Campus program will receive \$5 million in FY'06 - a significant increase from the level of \$1.5 approved in Fiscal Year 2005.

In addition, under the stewardship of the Education Policy Office, approximately 200 psychologists and psychology graduate students participated in the largest advocacy workshop ever held during the APA Convention in Washington, DC.

Application of Psychology to Education (PK-12)

Center for Psychology in Schools and Education & Coalition for Psychology in the Schools

The BEA provides advice and guidance for activities of the Education Directorate's Center for Psychology in Schools and Education (CPSE) and is also represented on the Coalition for Psychology in the Schools. The Coalition is devoted to improving the quality of PK-12

education through the application of psychological science and strives to promote cooperation among APA boards, committees, divisions and various interest groups and affiliates who are working to enhance education and teacher training for children and adolescents. To this end, the Coalition has included, but has not been limited to representatives from the following 12 divisions: 12 (Society of Clinical Psychology), 13 (Consulting Psychology), 15 (Educational Psychology), 16 (School Psychology), 17 (Society of Counseling Psychology), 25 (Behavior Analysis), 27 (Society for Community Research and Action), 35 (Society for the Psychology of Women), 37 (Child, Youth and Family Services), 43 (Family Psychology), 53 (Society of Clinical Child and Adolescent Psychology), and 44 (Society for the Psychological Study of Gay, Lesbian and Bisexual Issues) and affiliated groups, including, but not limited to Psychology Teachers at the Community Colleges (PT@CC), Committee of Teachers of Psychology at Secondary Schools (TOPSS), Council of Representatives' Child and Adolescent Caucus (CAC), Committee on Ethnic Minority Affairs (CEMA), Committee on Psychological Testing and Assessment (CPTA), and BEA.

BEA Task Force to Revise the Learner-Centered Principles (LCPP)

The Task Force convened October 24-26, 2005 in Washington, DC to examine how each of the factors and sub-factors from the LCPP relate to learning and teaching. For each factor and sub-factor, the Task Force identified what psychologists know, how we know it, and what we still need to know in relation to teaching and learning. Specifically, participants discussed the evidence of teaching practices that enhance learning during pre-school, elementary school (grades K-5), middle school (grades 6-8) and high school (grades 9-12). Participants also examined how learning is influenced by the critical contexts of family, school, community and individual differences. The Task Force is in the process of developing a set of recommendations on how the science of learning can inform teaching and help achieve desired student outcomes.

Precollege and Undergraduate Psychology Education

Revisions to the National Standards for High School Psychology Curricula

Under the auspices of BEA and with leadership from TOPPS and Education Directorate staff, the revised APA National Standards for High School Psychology Curricula were submitted and approved by the APA Council of Representatives in August 2005. The document provides guidance for high school psychology teachers and others responsible for the development of psychology curricula at the secondary school level, to promote quality instruction of psychology as a scientific discipline. The National Standards were originally adopted as APA policy in 1999; the 2005 revision reflects advances in the field and updates in content. The revision process began in 2001 and involved input from APA governance groups, including APA Boards, Committees, Divisions, and Directorates.

Undergraduate Psychology Education Database

Members of the BEA Undergraduate Advisory Panel identified several areas of interest during their meeting in the fall of 2002. Chief among the recommendations was the need for a comprehensive set of data specific to undergraduate programs in psychology. With the assistance of APA Division 2, a survey was developed to collect this information. Initial data collection began in the summer of 2004, and preliminary results of the survey were posted in the spring of 2005.

An expanded set of comparative data was collected during the spring of 2005. Programs with doctoral programs reporting on companion undergraduate programs participated at a rate of 48%, colleges offering only bachelor's degrees in psychology participated at a 15% response rate, and community colleges reported at a rate of 7%. Information about demographic factors of students and faculty, along with curriculum information are now

offered for the first time by APA. Data are currently available at the Precollege and Undergraduate Education Web site.

BEA Block Grant Awards in Undergraduate and Graduate Education

The BEA Undergraduate Working Group reviewed proposals and recommended funding to provide support for six teaching conferences that enhance the quality of teaching and learning outcomes at the precollege and undergraduate level.

In addition, the BEA awarded five (5) block grants to support small conferences and workshops that advance the quality of graduate and postgraduate education and training. Specifically, BEA awarded grants for conferences and workshops that focused on: a) the practitioner-scholar training model for counseling psychology, b) consultee-centered consultation as a deliver system for evidence-based practice, c) utilization of clinical-based knowledge to support prevention initiatives in Haitian communities, d) training in professional clinical geropsychology, and e) mentoring for students and early career psychologists in pediatric psychology.

Graduate Psychology Education

Board of Directors Workforce Analysis Study Panel

BEA was represented on the Board of Directors Workforce Analysis Study Panel, which met to develop an action plan to address issues raised by BEA's 2004 Task Force on Workforce Analysis. The Study Panel was chaired by a member of the BoD, and included representation from the BEA, BPA, BSA, BAPPI, and CAPP. The study panel included two members at large with expertise in workforce analysis.

Accreditation Summit Meeting Recommendations

BEA was represented at the Accreditation Summit convened in June 2005 by the Committee on Accreditation (CoA) in collaboration with the Council of Graduate Departments of Psychology and other communities of interest in professional education and training. This summit was largely called in response to a recommendation made to the BEA in November 2004.

The outcome of that summit meeting was a set of recommendations pertaining to: (a) the future name and composition of the accrediting body in professional psychology; (b) an expanded review panel system to address workload and peer review concerns of the program accreditation review process; and (c) an annual assembly of accreditation communities of interest to enhance communications and transparency of understanding among these communities about the accreditation process, its policies and procedures, and for recruitment, training, and greater involvement of site visitors in the process of accreditation. The report was broadly distributed for comment following its completion and will be circulated for review and comment by all APA boards and committee at the 2006 APA Spring Consolidated Meetings.

BEA Award for Innovative Practices in Graduate Education and Training

The award is given in collaboration with the Council of Graduate Departments of Psychology (COGDOP). Applicants for the award are judged on the basis of the following criteria: a) an innovation that is distinctive, forward-looking, and creative, b) useful as a model for implementation by other departments, c) its impact on the discipline, and c) the method for assessing the quality and impact of the innovation.

The 2005 Award for Innovative Practices in Graduate Education was awarded to the Department of Psychology, West Virginia University for the implementation of its Junior

Colleague Model preparing graduate students over a four-year period to become independent scholars, teachers, and/or practitioners of the discipline. Professional knowledge is developed through structured didactic and experiential learning for future academic roles in teaching, research, and service. Tied for honorable mention recognition were: 1) Department of Psychology, University of Maryland, Baltimore County, and 2) the Department of Counseling Psychology, University of Wisconsin. Formal recognition of these awards is given at the Annual Meeting of COGDOP held in February 2006.

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

In February 2004, with support of the Board of Directors, BEA requested and received \$9,300 from the Council of Representatives 2004 discretionary fund to support the establishment of a task force on the assessment of competencies in professional education and training. 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 in professional education and training in psychology. This work will include an analyses of issues related to ethics and diversity, and will reflect the developmental stages of professional education and training in psychology.

The Task Force is comprised of seven members. Members represent expertise related to the assessment of competence among doctoral students, interns, and postdoctoral residents in professional psychology as well as the assessment of competence associated with credentialing for practice. Task Force membership includes representatives from BEA, BPA, BSA, BAPPI, and the CAPP. 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 Task Force is expected to submit its final report to BEA at the 2006 APA Spring Consolidated Meetings.

Postgraduate Psychology Education

BEA Task Force on Education and Training in Proficiencies

During the 2004 Spring Consolidated Meetings, the Continuing Education Committee (CEC) raised, for discussion with BEA, issues of quality assurance in education and training offerings that require more time and supervision than is usually the case for typical single workshop CE offerings, but that are less extensive than year-long or longer internship or postdoctoral residency programs. The type of professional training at issue is exemplified by what might be required for credentialing in a recognized proficiency of professional practice, e.g., psychopharmacology, especially when didactic and supervised practice training are required over a period of time. It was noted that APA has established policies and procedures to evaluate and ensure the quality of specialty education and training programs through the Committee on Accreditation (CoA), to assess the quality of continuing education sponsor organizations (without assessing the quality of each continuing education program offered by such sponsors) through CEC, and to assess competence in proficiencies for individual practitioners through the College of Professional Psychology.

The Task Force is comprised of seven members with representation from BEA, CAPP, BPA, BSA, BAPPI, CEC, and CRSPPP. The Task Force is expected to submit its final report to BEA at the 2006 APA Spring Consolidated Meetings.

2005 Education Leadership Conference

The 2005 Education Leadership Conference (ELC) was held on September 16-19. The conference, the theme of which was Dialogues on Diversity: Individual, Organizational and Epistemological, was attended by more than 140 leaders in psychology education representing 67 groups and organizations, including the psychology education and training councils, regional psychology associations, ethnic minority psychology associations, and APA Boards, Committees, and Divisions.

Included among the list of presenters and topics were:

Epistemological Diversity in Psychology

- Jill Morawski, PhD, History of the Discipline: Epistemological Roots
- Roger Peterson, PhD, Cultures in Education and Training
- Steve Hollon, PhD, Evidence-based practice: Case Study in Epistemological Dialogue
- Mary Brabeck, PhD, Teaching and Learning Paradigms: Epistemological Differences

Individual Diversity

- Luis Vargas, PhD, Epistemology, Individual Diversity, and the Elusive Concept of Culture
- Donna Mertens, PhD, Research Strategies for Studying Diverse Populations
- Janel Gauthier, PhD, Teaching Ethics in the Context of Individual and Cultural Diversity
- A. Toy Caldwell-Colbert, PhD, Implications for Curriculum Development and Difficult Dialogues

Finally, the ELC was a major opportunity to advance APA's education advocacy agenda. ELC participants received training on how to impact federal legislation through the media and direct lobbying of Members of Congress. Approximately 75 APA Members went to Capitol Hill to lobby for continued support of the Graduate Psychology Education program. ELC participants also had the opportunity to hear from and meet Congressman Jesse Jackson, Jr., the guest of honor at an ELC reception.

Diversity Training and Composition

In 2005 BEA's composition included 9 women and three men, among these were one Asian American woman, one African-American woman, one Latina, and one openly gay woman.

BEA members did participate in discussions of diversity and training regarding 'difficult dialogues' during the 2005 ELC, however, there were no board specific diversity training activities in 2005.