

APA Education Directorate Major Initiatives
July - December 2001
<http://www.apa.org/ed>

Executive Summary

Mission: The APA Education Directorate, established in January 1990, endeavors to advance the science and practice of psychology for the benefit of the public through educational institutions, programs and initiatives. The Directorate seeks to advance education and training in psychology and the application of psychology to education and training

Advancing the Mission of the Education Directorate

- The Board of Educational Affairs (BEA) sponsored the first *Education Leadership Conference (ELC)*, October 28-30, to discuss issues relevant to all levels and areas of psychology education and training.
- A major redesign of the Education Directorate website helped to provide comprehensive information and resources.
- Collaborative initiatives with regional psychological associations and other psychology and education organizations took place throughout the year.
- Symposia, presentations, and workshops during the APA Convention in San Francisco highlighted education and training topics of current interest to students and psychologists.

Introducing Psychology as a Science and Profession

- APA Board of Directors and Council of Representatives approved the formation of *Psychology Teachers at Community Colleges (PT@CC)*, a new category of affiliation for 2-year faculty to take effect January 1, 2002.
- The Board of Educational Affairs (BEA) Task Force on Undergraduate Major Competencies, staffed by the Precollege and Undergraduate Office staff, met in June to develop a draft report for comment.
- An Undergraduate Advisory Group was formed by BEA to work with the Office of Precollege and Undergraduate Programs.
- Three 1½ day teaching workshops for high school teachers were conducted by TOPSS and staff in Danbury, CT, Atlanta, GA, and at the APA Convention in San Francisco.
- The Education Directorate, Publications and Communications office, and APA President Philip Zimbardo continue to collaborate on the text for the proposed high school psychology textbook and ancillaries that will accompany it.

Preparing Tomorrow's Psychologists for Teaching, Research, and Practice

- Supported by Graduate Education and Training Office staff, the Council of Specialties (CoS) met in November to exchange information and discuss policy issues related to specialty education and training, credentialing, and practice.
- Staff participated in meetings of the American Association of Higher Education (AAHE), the Association of American Colleges and Universities (AACU), and the Council of Graduate Schools (CGS).
- The *Preparing Future Faculty Program (PFF)* sponsored two sessions during the APA Convention in San Francisco.
- PFF with BEA, the Education Directorate, the Society for the Teaching of Psychology (Division 2), and APA Graduate Students (APAGS) co-sponsored the second annual professional development workshop, *Developing Teachers of Psychology* and the first *Career Paths Workshop*.
- The Graduate Education and Training Office, established in January 2001, launched its new website to expand and enhance communication with the public and various constituencies.

Offering Post-Degree Lifelong Learning Challenges and Opportunities

- The 2001 APA Convention in San Francisco featured 66 Continuing Professional Education (CPE) workshops that generated approximately 2,100 enrollments.
- For the first time, the CPE Office offered CE credits for convention sessions; approximately 1,000 convention participants attended 2,750 sessions offering CE credit.
- The Independent Study Program "Introduction to Professional Liability and Risk Management," a joint venture between the APA Insurance Trust (APAIT) and the CPE Office, was officially launched at the APA Convention.
- CPE staff implemented online ordering for APA Independent Study Programs, along with online versions of all Independent Study exams.
- Effective with the November 2001 issue of the *American Psychologist*, selected articles are available for CE credit upon completion of an online examination available through the APA CPE webpage.

Applying Psychology to Schools, Schooling, and Education

- The Center for Gifted Education (CGEP), established in January 2001, conducted the interdisciplinary Pinnacle Summit for gifted adolescents and eminent scholars.
- CGEP finalized arrangements to co-sponsor and conduct a follow-up study on a Morehouse College early entrance program conducted for 15-year-olds in the 1950s and 60s.
- CGEP established its new website, which includes tables of contents from journals in the field and over 30 resources that psychologists, teachers, parents, and gifted adolescents can use to get help, services, or information.
- The Healthy Lesbian, Gay, and Bisexual Students Project (HLGBSP) completed a curriculum to train school counselors, nurses, psychologists and social workers to more effectively prevent health risks and promote healthy outcomes of gay, lesbian, bisexual and questioning youth.
- The Center for Psychology in Schools and Education (CPSE) co-sponsored a forum to address recommendations stemming from the Surgeon General's Conference on Children's Mental Health.

Assuring Quality in Education and Training

- Office on Program Consultation and Accreditation staff held site visitor training workshops throughout the year to prepare visitors to evaluate programs undergoing review for initial or continued recognition.
- Content from recent accreditation decision letters is being examined to ensure that programs' policies, plans, and operations are consistent with the Committee on Accreditation's *Guidelines and Principles*.
- Two accreditation-related open forums were held during the August Convention so that all participants could share their input on current important issues.

Ongoing Initiatives of the Education Directorate

July - December 2001 Report

I. Education Governance and Communications

www.apa.org/ed/govandcom.html

Governance

Board of Educational Affairs (BEA)

BEA met in October during the Consolidated Board meetings and is engaged in a number of activities addressing the broad scope of issues across all levels of education and training in psychology. Most notable among these efforts is the development of the Education Leadership Conference (ELC), the primary purpose of which was to provide a forum for the various constituencies with a stake in psychology education and training to come together to discuss issues of common interest. The 1st annual ELC was held on October 28-30, 2001. Those in attendance made great strides in beginning to develop the infrastructure required for the discipline to advance common interests in both education in psychology and psychology in education. The 2nd annual ELC is currently planned to take place in September 2002. Annual reports from BEA and all Education Committees are located on the Education Directorate website at <http://www.apa.org/ed/about.html>.

Education and Training Awards

The 2001 Education and Training Awards Committee selected Virginia Andreoli Mathie, Ph.D. as the recipient of the Distinguished Contribution of Applications of Psychology to Education and Training Award and selected two recipients for the Distinguished Contribution in Education and Training Award: Jessica Henderson Daniel, Ph.D. and Barbara M. Byrne, Ph.D.

Communications

Regional Psychological Association and National Conferences

- The Education Directorate continues its collaboration with regional psychological associations through sponsorship of initiatives for faculty and students at regional conferences. In 2001, the Directorate participated in the Western Psychological Association (WPA), Southwestern Psychological Association (SWPA), Eastern Psychological Association (EPA), New England Psychological Association (NEPA), Midwestern Psychological Association (MPA), and Rocky Mountain Psychological Association (RMPA) annual conferences.
- Information about APA and the Education Directorate is provided throughout the year in regional association newsletters.
- Education staff continued participation in national and regional teaching conferences and undergraduate research conferences. Information and resources from the Directorate are disseminated widely throughout the year at relevant educational conferences.

Convention Activities 2001

- The second annual *Developing Teachers of Psychology Workshop* (DTP) and the first *Career Paths Workshop* were held in San Francisco, CA, as part of the pre-convention programming. DTP is a resource for graduate students, new faculty, and postdoctoral individuals -- those who are interested in careers in academia, as well as new faculty members who would like to improve their teaching skills. The workshop was co-sponsored by the American Psychological Association Education Directorate, the American Psychological Association of Graduate Students (APAGS), the Society for the Teaching of Psychology (Division 2), and the Preparing Future Faculty Program (PFF). The *Career Paths Workshop*, for graduate students, highlighted four psychologists who spoke about their careers, including research and practice careers in academic health science centers; teaching careers in 4-year colleges; careers in independent practice; and careers in Veterans Administration Health/Medical Centers.

- In addition to Convention programs sponsored by specific Education Directorate Programs and BEA, many division programs related to education and training issues were co-listed. To continue strong support of divisional programming, Education Communications staff developed the annual Education convention brochure both in hardcopy and online. The brochure includes education and training programs sponsored by BEA, APA Divisions, TOPSS, CPE, Education and Training (E&T) Awards Committee and affiliated education groups.
- The Education Leadership Roundtable met to discuss issues related to education and training in psychology. Staff unveiled the new online *Forum*, <http://www.apa.org/ed/highered>. The *Forum*, an online resource by which educators/psychologists may talk among themselves and share information, was an idea that came out of the 2000 Education Leaders Roundtable meeting.
- Education and Science Directorate staff hosted the annual meeting of regional psychological association officers to share information about APA Central Office resources, current initiatives, and to learn the needs of the regional groups.
- With Alliant International University, the University of California, and the University of Florida, the Directorate cosponsored a dinner for psychologists who are academic administrators. University of California President, Richard C. Atkinson, spoke to the group about current trends and challenges in higher education.

Education and Technology

The Education Directorate used its redesigned 2001 website to provide users with the value-added benefits of web technology. In addition to providing news and information on a more frequent basis, the Directorate's webstaff created online submittal forms for new initiatives; worked closely with Internet Services to post CPE online exams; posted picture galleries from various events; and helped develop an online registration process for CPE workshops at the 2001 APA Convention. Staff continues to conceptualize and update all information available from the Directorate's program/content areas and to present it in a user-friendly manner to constituent groups.

II. Office of Precollege and Undergraduate Education in Psychology (<http://www.apa.org/ed/pcue.html>)

Precollege

National Standards for the Teaching of High School Psychology

The "National Standards for the Teaching of High School Psychology" document is undergoing its first revision under the guidance of the Office of Precollege and Undergraduate Programs. The document is available as a resource to psychology teachers at <http://www.apa.org/ed/natlstandards.html>.

Unit Lesson Plans

In addition to the existing nine unit lesson plans for teachers of introductory psychology, the office staff has overseen development of a five-day unit lesson plan on *States of Consciousness* that will be available on the Internet for TOPSS members at <http://www.apa.org/ed/topss.html>.

High School Teacher Workshops

The Office of Precollege and Undergraduate Programs offered three day-and-a-half teaching workshops for high school teachers, in San Francisco, Danbury CT, and Atlanta.

Textbook Development

The Education Directorate, in collaboration with the Publications and Communications Office and APA President Philip Zimbardo, continues to develop the proposed high school psychology textbook and ancillaries to accompany it.

APA Convention

On behalf of TOPSS, the Precollege and Undergraduate Programs Office organized talks by eight invited speakers at the 2001 APA Convention in San Francisco, CA. Topics were relevant to students, teachers of psychology in secondary schools as well as college faculty.

Two and Four Year Colleges

Grants

Work began to write a FIPSE (Fund for Improvement of Post-Secondary Education) grant that would request funding for a three-year grant of approximately \$1 million to house web-based teaching materials.

BEA-sponsored Initiatives

- The BEA Task Force on Undergraduate Major Competencies met in June to write a draft report that outlines 10 undergraduate guidelines and suggested learning outcomes that represent reasonable departmental expectations for the undergraduate psychology major across educational contexts. A draft of the report is currently online at the Office's website, and has been disseminated for comment. A second phase dealing with assessment issues is underway.
- At its October 2001 meeting, BEA approved the formation of an Undergraduate Advisory Group to work with the Office of Precollege and Undergraduate Programs. The goal of developing a working Advisory Group is to guide efforts for undergraduate faculty, including workshops, development of curricular materials, and plans for undergraduate research conferences.
- Psychology teachers at community colleges received support from the Council of Representatives and the Board of Directors to become an APA Committee and affiliate category of membership. The Psychology Teachers at Community Colleges Committee ([PT@CC](#)) will assess the needs of community college teachers and develop a long-range plan for maximizing outreach to teachers at community colleges.

APA Convention

Four program hours at the 2001 Convention were provided for the G. Stanley Hall lecture series. The lecture series included: Thomas Blass, Ph.D., University of Maryland Baltimore County (Shocks and aftershocks: The continuing significance of Stanley Milgram's obedience studies); Nancy Eisenberg, Ph.D., Arizona State University (Children's emotion regulation); Drew Westen, Ph.D., Boston University (Rethinking personality disorders: Bridging the gap between science and practice); and Jane Halonen, Ph.D., James Madison University (Beyond sages and guides: A postmodern teacher's typology).

III. Office of Graduate Education and Training

(<http://www.apa.org/ed/graded.html>)

Task Forces, Working Groups, Meetings

- Staff supported the coordination of conference calls and the planning of a December meeting of the Board of Directors *Task Force on Distance Education*. The goal of the Task Force is to establish a set of guidelines for distance education in professional psychology programs. The focus of the December meeting was to discuss and address issues related to accreditation, best practice principles, student socialization, capacity and technology.
- Staff participated in a working group engaged in planning the November 7-9, 2002 *Association for Psychology Postdoctoral Internship Centers (APPIC) Working Conference on Competencies*. Location and meeting arrangements are in the final stages of negotiation by APPIC. The Education Directorate, through the Board of Educational Affairs, is assisting in the financial support of the conference.
- The *Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)* forwarded to the APA Board of Directors for approval the following recommendations: a) recognition of Forensic Psychology as a specialty in professional psychology, b) recognition of Psychopharmacology as a proficiency in professional psychology, c) recognition of Family Psychology as a specialty in professional psychology; d) and the renewed recognition of the Psychological Treatment of Alcohol and Other Psychoactive Substance Disorders as a proficiency in professional psychology. Currently, proposed changes in CRSPPP policies, procedures and recognition criteria are under review by CRSPPP. Staff supported a meeting at the APA Convention in San Francisco and participated in several conference calls in the fall of 2001.
- The Graduate Education and Training Office supported two meetings of the *Council of Credentialing Organizations in Professional Psychology (CCOPP)* in January and September 2001. CCOPP is in the

process of developing a conceptual framework for the understanding of specialties and specialization in professional psychology.

- Staff attended two meetings of the *Council of Specialties (CoS)* in June and November 2001. Representatives of recognized specialties in professional psychology exchanged information and discussed policy issues related to specialty education and training, credentialing, and practice.
- Staff participated in two meetings of the *Council of Chairs of Training Chairs (CCTC)* in August and October 2001. They provided a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology. Among other projects, the CCTC is developing a set of voluntary guidelines for communication between graduate programs and internship programs, and is currently engaged in an assessment of education and training program models and materials related to disaster and trauma response.

Doctoral Education Initiatives and Collaboration with Higher Education Associations

Through the Office of Graduate Education, the Education Directorate is involved as a discipline in partnerships with several national higher education organizations that represent multi-year initiatives that focus on “re-envisioning” and re-thinking doctoral education. The national organizations taking the lead in these initiatives are the Carnegie Foundation for the Advancement of Teaching and the American Association of Higher Education (AAHE). In addition, staff attended and participated in conferences and meetings of the American Association of Higher Education (AAHE), the Association of American Colleges and Universities (AACU), and the Council of Graduate Schools (CGS). Presentations at conferences included the planning and implementation of programs involving future faculty and discussion of issues related to education and training in higher education.

Preparing Future Faculty (PFF)

PFF is an ongoing initiative that involves four model PFF programs in psychology: Miami University, University of Colorado at Boulder, University of Georgia, and the University of New Hampshire. PFF sponsored two sessions during the APA Convention in San Francisco: a) Preparing Future Faculty for Scholarship in Teaching, Research, and Service -- a symposium that integrated the themes of service learning, teaching and research and b) Preparing for Faculty Positions: What you need to know -- a session presented by five of the PFF psychology scholars. In addition, staff met with representatives from the sponsoring organizations throughout the fall, to discuss the progress of each of the programs in meeting the goals and objectives of establishing and maintaining a PFF program at each of the campuses.

Outreach Activities and On-line Resources

Since the establishment of the Office of Graduate Education and Training in January 2001, staff have responded to online and phone inquiries related to issues in graduate education. Issues such as preparation for careers in psychology, availability of distance education programs, applicability of international degrees, value of specialization, and requirements for licensure in professional psychology are some of the inquiries that have been addressed. Education staff developed a new website for graduate education and training to expand and enhance communication with the public and various constituencies. Examples include the Preparing Future Faculty (PFF) website at <http://www.apa.org/ed/pff.html>, and the expansion of the publication *Graduate Study in Psychology*, which has developed into an online product, available at <http://www.apa.org/gradstudy/>.

IV. Office of Program Consultation and Accreditation

<http://www.apa.org/ed/accred.html>

Outreach Activities and Online Resources

- The Office of Program Consultation and Accreditation continued its outreach efforts to numerous education and training groups for the purpose of informing interested parties of accreditation activities, and encouraging feedback from such communities.
- Enhancements and a revised site design to the Office of Program Consultation and Accreditation website were completed. Additions to the website included updated accredited program information, and 2002 Self-Study instructions.

Site Visitor Workshops

Site visitor workshops were conducted throughout the year to prepare visitors to evaluate programs undergoing review for initial or continued recognition.

Other Activities

- Two accreditation-related open forums were held at the 2001 APA Convention: (1) The joint BEA/CoA Task Force held a forum to review and discuss the composition of seats allocated for professional schools and training programs (Domain II) with interested parties and constituency groups and (2) In an effort to consult and dialogue with relevant groups, the Commission for Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) and the CoA, through the auspices of BEA, hosted a forum which provided an opportunity to discuss the issues of recognition and accreditation of specialties and substantive areas of professional psychology. Both the CRSPPP and the CoA have been engaged in developing consensus on this issue.
- Currently, there are 826 accredited programs in professional psychology: 351 doctoral programs, 466 internship programs, and 9 postdoctoral programs.

Accreditation Research Initiatives – Current Research

- To determine whether programs' policies, plans, and operations are consistent with the Committee on Accreditation's Guidelines and Principles (G&P), content from 1999-2001 accreditation decision letters are being examined. Findings will provide information about the domain strengths and weaknesses of doctoral programs.
- Another ongoing study involves the analysis of site visitor evaluation forms that are filled out by the director of training, the site visit chair, and the site visit team upon completion of a site visit. Analyses are conducted to determine the extent to which the respondents are satisfied with the site visit process.
- The research unit of the Office of Program Consultation and Accreditation currently is reviewing Annual Report Forms that are required from all accredited doctoral, internship, and postdoctoral programs on a yearly basis to maintain accreditation status. Specifically, accredited programs report on student/faculty demographics and activities, as well as other pieces of information relevant to the functioning of the program. Preliminary analyses of the data have been conducted and final analyses will be completed in preparation for the Annual Report publication that is distributed to all accredited programs each year. Furthermore, the research staff with a representative from the APA MIS Office, are collaborating to develop an online version of the Annual Report to be available to programs in 2002.
- Further analyses of the doctoral 2001 Annual Report form are being conducted to examine the specific reasons as to why some doctoral students leave their program before they receive their degree. Open-ended responses will be classified into categories developed for this study (i.e., personal, medical, change of interest).

V. Office of Continuing Professional Education

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

Sponsors of CPE

The Sponsor Approval System (SAS) currently maintains records on 660 APA-approved sponsors. The Continuing Professional Education Committee (CPEC) recently reviewed 126 applications from organizations seeking APA approval, and approved 28 new organizations.

2001 Convention Activities

CPE offered its inaugural program that allowed convention participants to earn CE credits for attending convention sessions. Approximately 1,000 convention participants attended 2,750 sessions offering CE credit. In addition, there were 66 CPE workshops that offered another opportunity for members to earn CE credits. The workshops generated approximately 2,100 enrollments.

Independent Study – Online Resources

- This year, CPE partnered with the American Psychological Association Insurance Trust (APAIT) to offer the CD-ROM Independent Study program *Introduction to Professional Liability and Risk Management and Risk Management With Life-Threatening Patients*. The instructional series focuses on preparing

psychologists for the world of practice from an ethical and risk-management perspective, as well as offers the chance to earn 6 CE credits and a 10% premium reduction for one year on Trust-sponsored professional liability insurance. CPE, in conjunction with Education Directorate webstaff and Internet Services, have worked to place these exams online for submission and immediate results.

- CPE added 15 new Independent Study exams to its current line-up. Online ordering for APA Independent Study Programs was implemented, along with online versions of all Independent Study exams. Users will be able to receive their test scores immediately for a more timely service.
- Effective with the November 2001 issue of the *American Psychologist*, selected articles are available for CE credit upon completion of an online examination available through the APA CPE website.

VI. Center for Gifted Education Policy (CGEP)

<http://www.apa.org/ed/cgep.html>

Pinnacle Project

CGEP cooperatively planned the Pinnacle Summit, which was a unique gathering that brought together established, emerging, and potential talent in an intra- and interdisciplinary context. Seven disciplines were represented: fiction writing, biology, music, mathematics, history, psychology, and journalism. Each disciplinary team consisted of one or two eminent scholars or practitioners in the field, an emerging star, and a high school aged scholar who has already demonstrated outstanding ability, motivation, and creativity in the field. APA Past-President Martin G. Seligman, Ph.D., was the eminent scholar representing psychology.

Each day of the summit included opportunities for the teams to meet, talk about their interests, and develop a plan for the coming year. In addition, each day included lunchtime roundtable discussions that facilitated the exchange of ideas and questions among the various disciplines. During the course of the summit, each of the masters gave a lecture to the entire group. At the culmination of the week, each scholar presented what they had learned from their individual team meetings and talked about projects that they were planning for the coming year. Highlights and images from the Pinnacle Project can be seen online by visiting the CGEP website.

Metro Pinnacle

CGEP staff began a new initiative addressing the needs of local area high school students who are deeply interested in social science disciplines and have already demonstrated outstanding levels of ability in these areas. CGEP hosted a December 2001 meeting with representatives from five social science disciplines in order to plan for this initiative.

The goals of this initiative include:

- Select adolescent participants based on recommendations and demonstrated high quality involvement in research or other creative projects.
- Identify a topic of mutual interest to social scientists and to adolescents.
- Invite eminent scholars from each of the participating organizations to address this topic in a panel format in order to demonstrate to high school students the various ways in which the social sciences contribute to creative problem solving.
- Have each scholar bring a "rising star" to provide small group academic and career advising to adolescents with interests in particular disciplines in the social sciences.

Morehouse Project

CGEP finalized arrangements to work with Dr. James Williams, a professor of psychology at Howard University, who will conduct a study that will follow up on a Morehouse College early entrance program conducted for 15-year-olds in the 1950s and 60s. Two graduates of the program include Walter Massey, the current president of Morehouse, and Maynard Jackson, former mayor of Atlanta. Dr. Williams, with the permission of Morehouse College, will research the outcomes of other graduates of this program, will study how they were initially identified, educated and supported, and will try to distinguish factors that attribute to any varied outcomes of success.

Website and listserv

CGEP established a website that includes tables of contents from journals in the field and over 30 resources that psychologists, teachers, parents, and gifted adolescents can use to get help, services, or information. The site is located at <http://www.apa.org/ed/cgeprelated.html>. The Center also has an active listserv with 123 members, which includes APA members, researchers, and graduate students in gifted education.

VII. Center for Psychology in Schools and Education (CPSE)

<http://www.apa.org/ed/cpse.html>

Report of the Task Force on Psychology in Early Education and Care

The Task Force report will serve as a document that identifies the broader role of psychology in early childhood education and care and will identify the issues and needs the Association should address. Task Force members are currently completing the report. Portions of the report will be disseminated externally through an *American Psychologist* summary article, reports to the public and other organizations, briefing papers, and other potential journal articles and position papers.

Healthy Lesbian, Gay, and Bisexual Students Project (HLGBSP)

CPSE staff continued work in collaboration with APA's Office of Lesbian and Gay Concerns on a project to develop materials on the topic of HIV prevention for gay/lesbian/bisexual youth in schools. This project is funded by a five-year cooperative agreement with the Centers for Disease Control's Division of Adolescent and School Health. In the past six months, a curriculum has been developed to train school counselors, nurses, psychologists and social workers to more effectively prevent health risks and promote healthy outcomes of gay, lesbian, bisexual and questioning youth. The curriculum will be used in planned training events beginning in February 2002 at selected national, regional, and local events and pilot sites. In addition, the HLGBSP database continues to offer additional resources related to these youth and health, and is searchable from the HLGBSP website at <http://www.apa.org/ed/hlgb.html>.

BEA Technology Working Group

Staff members are working with the Technology Working Group of BEA to develop recommendations for education and training in technology for psychology courses. Technology plays an increasingly important role in psychology, for example, as a vehicle for communication, information gathering and dissemination, teaching and education, research, and health service delivery. The goal is to identify those technological competencies that psychologists consider appropriate and beneficial for students to have acquired by the end of each stage of their psychology education. The ideas gathered should stimulate helpful discussions among educators about training in technology and enhance the technological skills psychology students develop.

APA 2001 Annual Convention

- "Closing the Gap - Using Technology to Promote Healthy Behavior" was presented at the 2001 convention. Invited speakers addressed the following topics: General Trends in Web-based Education, Internet and Multimedia Projects to Prevent School Violence, Technology Initiatives in the San Francisco Schools, and Using the Internet to Promote Health and Prevent Disease.
- Co-sponsored by the Task Force on Psychology in Early Education and Care and the Working Group on Children's Mental Health, the Children's Mental Health Reception/Roundtable served as a forum to address recommendations stemming from the Surgeon General's Conference on Children's Mental Health. The roundtable also served as an opportunity for APA committee and division representatives to assess APA's priorities regarding children's mental health over the next 3-5 years and to develop a coordinated set of recommendations for the association.

Learner-Centered Psychological Principles (LCP's): A framework for school reform and redesign

CPSE conducted a survey of universities, schools and educational organizations that have requested the LCP's document to determine how they are being used as a tool for school reform. Responses reveal that they are being incorporated into teacher preparation courses and are also being used in the professional development for the K-12 teachers. CPSE also continued to receive several requests for permission to include the principles in Education Psychology textbooks.

VIII. Education Advocacy

<http://www.apa.org/ppo/edppo.html>

Bureau of Health Professions Graduate Psychology Education (GPE) Program

Education Advocacy staff successfully secured \$2 million in the House version of the Fiscal Year 2002 Labor, Health and Human Services, Education Appropriations bill (H.R. 3061) for a separate psychology education and training program within the Bureau of Health Professions. Education Advocacy staff also secured a commitment from the Senate appropriators to accept the House request for funds for this initiative. The bill is currently in conference where members of the House and Senate will resolve the differences between the two bills. This is the first major step in a multi-year initiative to establish a \$15-20 million dollar program. The Graduate Psychology Education program (GPE) will provide funds to train health service psychologists to work with other professions in the provision of services to underserved populations through competitive grants to APA accredited doctoral, internship or post-doctoral residencies for basic or advanced training. The success of this initiative is possible due in large part to the grassroots efforts of APA members.

Administration on Aging

Working in partnership with the Public Interest staff, Education Advocacy staff have been laying the ground work to seek \$2 million in the Fiscal Year 2003 Appropriations bill for a newly authorized program (successfully advocated for by Education Advocacy staff) to establish a provision for training mental and behavior health professionals in the 2000 Older Americans Act reauthorization. Internal APA meetings have focused on planning a breakfast briefing for Congressional staff hosted by Senate Special Committee on Aging (member) hosted by Senator Ron Wyden (D-WA); and involving APA member constituents in grassroots activities.

National Health Service Corps

Education Advocacy staff successfully worked for the inclusion of a number of changes to the Senate version of the reauthorization of the National Health Service Corps (NHSC), Community Health Centers Program and the Community Access program (S. 1533, "Health Care Safety Net Amendments of 2001") that strengthen mental and behavioral health services in three programs. 1). Psychologists and other mental and behavioral health professional were added to the list of primary health care providers and explicitly made eligible for Scholarship and Loan repayment programs in the NHSC program. 2). For the first time, mental and behavior health services were added to the Community Health Centers program under the "optional additional services" category. 3). An authorization for the Community Access Program (now referred to as the Healthy Communities Access Program) was included in the bill (previously, the program had been funded but not authorized) and states that mental and behavioral health is part of primary care and will be provided through these access programs. Finally, a technical amendment was included in the bill to change the term "clinical psychologist" to "health service psychologist" consistent with APA policy. The report language accompanying the legislation also contains victories for psychology including a directive to include mental and behavioral health services in all start up Community Health Centers. These significant victories were possible in part due to strong grassroots efforts from APA members working hand-in-hand with Education Advocacy staff. Action on this initiative will continue next year (2002) as further consideration was sidetracked due to the events of September 11th.

Elementary and Secondary Education Act

Education Advocacy staff have continued to monitor the slow-moving pace (in large part due to the displacement of Senate and House staff due to bioterrorism) towards final resolution on the Elementary and Secondary Education Act reauthorization (ESEA). APA sought legislative changes to promote APA's interest in areas such as teacher professional development, gifted and talented education, safe and drug free schools, and testing and assessment. Throughout this process, Education Advocacy staff has continued to inform staff about the important role psychology plays in education and its application to teaching and learning. Difference between the House and Senate versions of the bill are still being resolved in the conference committee. It is uncertain whether final action on this bill will be completed this year or in the next session of the 107th Congress (2003).

Agency Relations

Education Advocacy staff have sought to increase APA's visibility with new appointees in leadership roles in federal agencies by arranging and participating in meetings with APA's Education Directorate's Executive Director, Cynthia Belar, Ph.D. This year, Dr. Belar was able to meet with Acting Administrator of HRSA, Betty Duke, Ph.D.; Senior Advisor to the Secretary of Education, Beth Ann Bryan; Assistant Secretary for the Office of Educational Research and Improvement at the Department of Education, Grover "Russ" Whitehurst, Ph.D.; and Melissa Welch-Ross, Ph.D. of the National Institute for Child Health and Development (NICHD). Education Advocacy staff has reached out to other directorates to ensure their inclusion (if relevant) in all of these meetings with the overreaching goal of advancing psychology's participation in all federal programs.

Education Advocacy Grassroots Activities

At the close of this year, Education Advocacy will launch the Federal Education Advocacy Coordinators Network (FEDAC) with the first training workshop (rescheduled to December 2nd-4th). This workshop will culminate with hill visits for all FEDAC regional coordinators. To date, nine of the ten Regional FEDAC positions are filled with some regions obtaining co-coordinators. Regional FEDAC coordinators will receive advocacy training as part of the December 2001 workshop and in general Education Advocacy staff continue to offer Advocacy Training Workshops for APA members and students. An "Advocacy Discussion Hour" was held for students in the APAGS suite during the APA annual convention in San Francisco.