

Board of Educational Affairs 2024 Annual Report

Board/Committee Members: Karen Naufel, PhD (Chair); Peggy Brady-Amoon, PhD (Chair-Elect); Karen Brakke, PhD; Tim A. Cavell, PhD; Kimberly Gorgens, PhD; Jessica Kendorski, PhD; Laura K. Bryan, PhD; Sam McQuillin, PhD; Lali McCubbin, PhD, Erica Musser, PhD, Susan Opotow, PhD; and Jenni Redifer, PhD.

Staff Liaisons: Cathi Grus, PhD, (Chief Education Officer, January-November 2024); Sue Orsillo, PhD (Head of Education, November 2024-present); Bob Walsh; Jessica Hopey

The Board of Educational Affairs (BEA) addresses issues encompassing all levels of education, from PreK to continuing education and life-long learning. This report provides information on some of BEA's significant activities in 2024.

Utilize Psychological Science to Make a Positive Impact on U.S. Education

In alignment with the American Psychological Association's (APA) strategic goal to prepare the field of psychology for current and future opportunities and challenges., BEA continued a multi-year initiative to educate psychologists on the psychology-specific threats to prepare for the expected decline in higher education enrollment (known as the demographic cliff). BEA members contributed actionable ideas to an [article](#) published in the March 1, 2024 digital edition of the *Monitor on Psychology*. In addition, BEA engaged in ongoing discussions on a range of interlocking issues affecting students, parents, teachers, faculty, schools, school systems, and colleges.

Encourage Equitable Admissions for Psychology Graduate Programs

Formed in 2021, with representation from the American Psychological Association of Graduate Students (APAGS), Board for the Advancement of Psychology in the Public Interest (BAPPI), BEA, Board of Scientific Affairs (BSA), Committee for Associate and Baccalaureate Education (CABE), and the Policy and Planning Board (P&P), the BEA Workgroup on Equitable Admissions for Psychology Graduate Programs completed draft educative guidelines on equitable admissions processes for psychology graduate programs. The guidelines are based on psychological science and evidence regarding the disparate effects of current graduate school admissions processes. The draft is currently undergoing edits and is anticipated to move forward in 2025.

Distinguish Competencies for Doctoral and Master's Level Training in Health Service Psychology

In 2024, BEA and the Board of Professional Affairs (BPA) completed work on proposed *Guidelines for a Competency Framework for Master's and Doctoral Degree Education and Training in Health Service Psychology*. The Competency Framework (the "Framework") delineates aspirational educational guidelines for competencies and outcomes for students earning a master's or doctoral degree in health service psychology (HSP) in the United States. The guidelines are intended to help HSP education and training programs create high quality educational experiences for students and prepare the professional psychology workforce of the future. The proposed Framework will be considered by the APA Council of Representatives at their February 2025 meeting.

Recommend APA Education and Training Guidelines

BEA recommended that the APA Council of Representatives adopt the *Revised Guidelines on Trauma Competencies for Education and Training*. The guidelines will be addressed by Council at their February 2025 meeting.