Psychology and Lifelong Learning

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ELC 2001
Rethinking Education in Psychology and Psychology in Education

• Increase emphasis on public health needs
• Increase interdisciplinary collaborations
• Integrate research on multiculturalism
• Foster research training on aftermath of disaster, prevention, public communications, resilience
• Address classroom management issues in times of crisis
• Include disaster mental health training
• Include relevant topics in teaching psychology at all levels, including the public
Education Leadership Conferences

- Provide a forum
- Promote a shared disciplinary identity
- Impact public policy
EDUCATION LEADERSHIP CONFERENCES


- 2009 - Preparing Tomorrow's Health Workforce
- 2008 - Internationalizing Psychology Education
- 2007 - Sharing Psychology: Its Role in Education for Other Professions
- 2006 - Promoting Excellence: Using Assessment to Enhance Teaching and Learning
- 2005 - Dialogues on Diversity: Individual, Organizational and Epistemological
- 2004 - Applying Psychological Science to Education in Psychology
- 2003 - Creating a Voice for Education in Psychology: Accountability, Assessment and Advocacy
Advocacy

CRITICAL Time for Hill Visits
Don’t forget to sign up!
www.apaedat.org
Lifelong Learning and Psychology
Lifelong Learning Trends: The New Face of Higher Education

UCEA, 2009
Need to:

Adapt to shifting demographics

Build a knowledge economy workforce
Psychological science can promote quality lifelong learning.
What do we mean by lifelong learning?

…“a set of self-initiated activities and information-seeking skills with sustained motivation to learn and the ability to recognize one’s learning needs.” (Hojat, 2003)
Lifelong learning requires competence to:

- reflect on one’s practice and determine one’s learning needs
- efficiently and accurately search for learning resources
- critically appraise learning resources
- apply those resources in practice (clinical, teaching, or research)
- manage large and changing bodies of evidence
- evaluate one’s competencies and practice based on internal and external feedback
American Association of Colleges of Nursing
American Association of Medical Colleges
2010
Major Reports

IOM, 2003

IOM, 2009

Macy, 2008
Lifelong Learning in Psychology
Ethical Standard 2.03

Psychologists undertake ongoing efforts to develop and maintain their competence.
Guidelines and Principles for the Accreditation of Programs in Professional Psychology

“curriculum plan whereby all students can acquire competence in attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.”
Practitioners

- State requirements for documented continuing education (86%)
- Increasing demands for accountability
- Changing regulatory and credentialing landscape
Needed:

CE in EBP

and

EBP in CE
CE $\neq$ LLL

‘Continuing education’ is not equivalent to lifelong learning.
Researchers

- Intrinsic to research enterprise
- Journal review process
- Workshops
- APA Advanced Training Institutes
- APA CE programs
Educators

- Campus centers
- APA Division 2
- Regional Teaching of Psychology Conferences
- National Institute on the Teaching of Psychology
- Clark University Workshops

[teachpsych.org]
Implications for Graduate Education

Increase focus on:

• Teaching and assessing skills in lifelong learning
• Training in accurate self-assessment
Educate and Train for Capability

• Competence -- what individuals know or are able to do in terms of knowledge, skills, attitudes

• Capability -- the extent to which individuals can adapt to change, generate new knowledge, and continue to improve their performance

Fraser & Greenhalgh, 2001
Support for Professional Development

- Models of workplace learning
- Funding infrastructure
- Role of education and training programs
- Role of professional organizations
- Research on LLL in psychology
Thank you