



APA ANNUAL CONVENTION

August 3-6, 2017 | Washington, D.C.

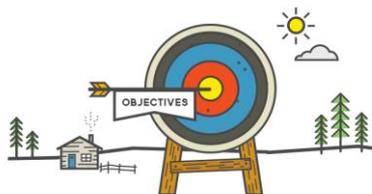
Praises and Pitfalls: How to Write a Strong CE Application

Jennifer M. Taylor and Mark M. Leach
APA Continuing Education Committee



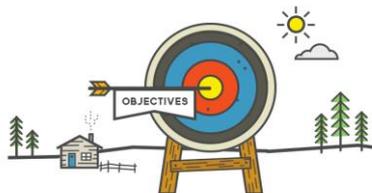
Learning Objectives

- Understand how to write a strong application.
- Appreciate the important components of a CE application.
- Be aware of the need to be clear about the purpose of your programming.
- List at least **3 best practices** in relation to developing a strong CE application.
- Describe **3 ways to clarify/enhance your cross-disciplinary** offerings.
- Identify **2 recommendations** to enhance the quality of your responses to **diversity** in your application.



Learning Objectives

- Understand how to write a strong application.
 - Appreciate the important components of a CE application.
 - Be aware of the need to be clear about the purpose of your programming.
- List at least **3 best practices** in relation to developing a strong CE application.
 - Describe **3 ways to clarify/enhance your cross-disciplinary** offerings.
 - Identify **2 recommendations** to enhance the quality of your responses to **diversity** in your application.



Format



- Brief **overview** of **common mistakes** and **suggestions** in CESA applications.
- Discussion of specific **considerations** for those offering **interprofessional** CE workshops
- Time for **questions** and **answers**



Standard A: Goals



Praises:

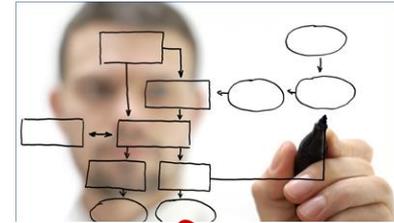
- Make sure your goals are **relevant** to psychologists, specifically.
- Ensure goals are aimed at keeping psychologists **current** and **maintain** and **increase** their competencies.

Pitfalls:



- Goals that lack specificity to psychologists (e.g., “Our goal is to create continuing education programs for medical professionals.”)
- Not attending to the importance of developing programming that is up-to-date and supports psychologist’s competence.

Standard B: Program Management



Praises:

- Provide **specifics** regarding how you will **ensure test security, proprietary & participant info** (e.g., locked filing cabinet, secure server)
- A **psychologist** must be **involved in all phases** of decision-making and program planning

Pitfalls:



- Only generally saying something like, “We take the security of participant information and tests with the utmost importance.”
- Neglecting to include a psychologist in each phase of decision-making and planning.



Standard B (Cont.): Program Management



Praises:

- **Diversity:** consider how you, **specifically, choose instructors who attend to diversity**
 - Pay attention to **diversity in many forms.**
 - **Explain how you attend to diversity** when choosing instructors and programming.

Pitfalls:



- Only stating that your organization values diversity (no explanation of what that looks like/how that is practiced) or that you do not discriminate.

Standard C: Educational Planning and Instructional Methods



Praises:

Pitfalls:

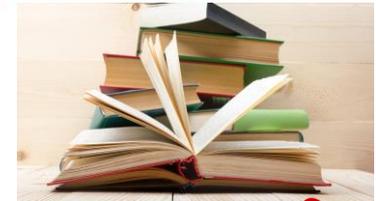


- Consider: **why** is your programming **specifically applicable** to psychologists?

- Don't water down your responses.

- Include **at least 3 learning objectives for a 1-2 hour program** (above that, 1-2/hour)...but keep in mind, **quality** is preferred **over quantity** (particularly with longer programs)

- Including only a few learning objectives (e.g., 3) for 15 credits offered. (This makes it hard for committee members to evaluate the content provided in the workshop.)



Standard D: Curriculum Content



Praises:

Pitfalls:



- **More** references is **not always better**.
- Make sure **references** are **current** (at least 3 within the past 10 years)
- Must **build on doctoral-level** training.

- Including references not relevant to the topic at hand.
- Including only outdated references (makes it hard to judge if the workshop will be current and relevant and will add to a psychologist's competence)
- Offering courses that are too elementary/basic for post-doctoral psychologists.

Standard D (Cont.): Curriculum Content



Praises:

Pitfalls:

- Providing **peer-reviewed, current references** for Activities meeting the criterion for **D.1.1**.
- Distinguish **D.1.1 from D.1.3**.
 - **More on next slide*
- If you **mention programs in Standard C**, be sure to **include each** of them in Standard **D**.

- Not including peer-reviewed, current references for workshops on the application of interventions and assessments.
- Labeling programs that are D.1.1 as D.1.3 (so as not to include updated peer-reviewed references).
- Not including programs mentioned in Standard C, in Standard D as well.

Side Note: How Do You Determine if Your Program Meets **D.1.1**, D.1.2, or D.1.3?

- What qualifies under D.1.1?
 - If you are teaching psychologists **interventions** or **assessments** that they *will use with clients*.
 - Examples:
 - Interpersonal psychotherapy for depression
 - The utilization of the DSM-5 in children and adolescents
 - Behavioral analysis in the treatment of autism spectrum disorder
 - Treatment of post-traumatic stress in immigrant families

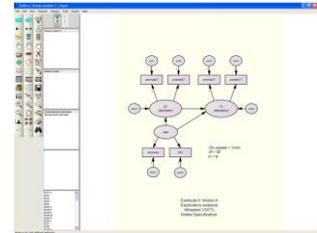


Side Note: How Do You Determine if Your Program Meets D.1.1, **D.1.2**, or D.1.3?

- What qualifies under D.1.2?
 - If you are teaching psychologists **ethical, legal, statutory or regulatory policies, guidelines, and standards** in practice or research.
 - Examples:
 - Ethical considerations in telehealth
 - Compliance with HIPPA regulations
 - Ethical considerations in substance abuse research with adolescents
 - Mental health care under the Affordable Care Act



Side Note: How Do You Determine if Your Program Meets D.1.1, D.1.2, or **D.1.3**?



- What qualifies under D.1.3?
 - If you are teaching psychologists **content other than** psychological intervention, assessment, and ethics.
 - Examples:
 - Learning about the “new statistics”
 - Mental health advocacy for marginalized populations
 - Writing for professional psychology journals
 - Neurobiological changes following exposure to trauma
 - Ask yourself: does this program **include any APPLICATION of assessment or intervention** methods that impact patients/the general public?
 - If so, it falls under D.1.1, not D.1.3

Standard E: Program Evaluation



Praises:

Pitfalls:



- If instructors have received **low ratings**, be sure to **discuss how the concerns have been addressed**.
- Include the **means** for each survey item, when providing cumulative feedback.

- Ignoring poor instructor ratings and not attending to student concerns.
- Including all evaluation forms without obtaining the average or including one evaluation with a number highlighted (instead of the actual mean)

Standard E (Cont.): Program Evaluation



Praises:

- Include the **2 required assessment questions** (“How useful” and “How much did you learn”)

Pitfalls:



- **Missing the two required questions.**



Standard F: Standards for Awarding Credit



Praises:

- **Partial credit** should **not** be provided. (However, you can allow make-up activities if a participant experienced extenuating circumstances.)
- For Post-Tests: We recommend a **passing score of at least 75%** (70% for 10-item tests). Answer keys/rubrics should be clear (in cases of essay questions).

Pitfalls:



- Partial credit is erroneously offered and/or attendance is not monitored.
- No passing score is supplied or the passing score is too low. Essay questions are provided with no clear answer key/method of evaluation.

Standard F (Cont.): Standards for Awarding Credit



Praises:

- For HSS: In general, we recommend approximately **10 post-test questions/CE credit** offered.
- Ensure that the **post-tests** are of sufficient **depth** (they couldn't easily be answered just by guessing).

Pitfalls:



- Offering only a few post-test questions for several CE credits.
- Post-tests could be easily answered simply by guessing, and/or true/false questions are primarily used.

Standard F (Cont.): Standards for Awarding Credit



Praises:

- **Credit should only be awarded for actual instructional time.** (Be sure to also justify your number of credits offered is reasonable for the length of the program.)
 - Example: if participants are required to read a book chapter, you might consider how long it takes the average reader to read “##” words or conduct a pilot test first.

Pitfalls:



- No information is provided regarding how the applicant arrived at the number of credits they are offering.

Standard G: Promotion and Advertising of Programs



Praises:

Pitfalls:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Make sure the promotional materials include the term “CE” rather than “CEU”. | <ul style="list-style-type: none"> • Promotional materials contain the term “CEU” instead of “CE”. |
| <ul style="list-style-type: none"> • Make clear what is, and is not, offered for CE credit (e.g., morning meditation). | <ul style="list-style-type: none"> • Failing to clarify which hours are included for CE credit. |
| <ul style="list-style-type: none"> • Include contact information or a website for more details. | <ul style="list-style-type: none"> • Neglecting to include all required info (instructional level, refund policy, cost, instructor bio, learning objectives, etc.) nor a way to obtain more info (e.g., website). |

Creating Interprofessional CE Programs



Praises:

Pitfalls:

- Make sure the narratives are **relevant (specifically)** to psychologists.
- Ensure **references reflect literature relevant** for psychologists.
- Provide CE **credit ONLY** for **programs relevant** for psychologists.

- Write narratives that are too broad to be directly relevant to psychologists.
- *Only* provide references that do not relate to the field of psychology.
- Provide CE credits for areas that are not directly relevant for psychologists (e.g., prescriptions and medical devices).

Tips for Those Offering Interprofessional CE Programs

- Ask yourself, “**How** are **psychologists**, specifically, going to **benefit** from this?”
- Frame your responses in a way that elucidates **how** your programming is **important for psychologists**.
 - Consider, for example, how a physical medical issue may affect behavior.



Questions?



Resources:

<http://www.apa.org/ed/sponsor/index.aspx>