



LEADERSHIP CONFERENCE

February 26-27, 2021
Virtual Conference

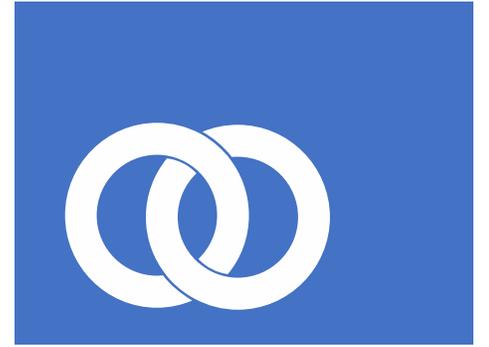


**CE Provider Approval – Three
Secrets of Your Chapter Revealed**

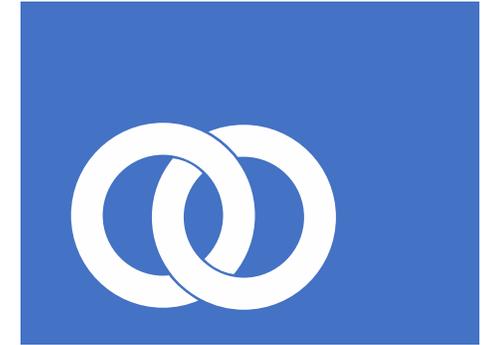
Mary Beth Muro, Program Coordinator

Agenda

- Chapter's Responsibilities in choosing a Speaker
- Course is Eligible – Scope of Practice
- Syllabus w/Measurable Learning Objectives
- Examples
- Instructor Qualifications
- Notify CAMFT of any changes (i.e. Program Administrator)
- Record Retention
- Sharing and Caring: what challenges or success have you had with your virtual workshop
- Your Questions Answered



“CAMFT Approves the Provider, the Provider Approves the Courses.”



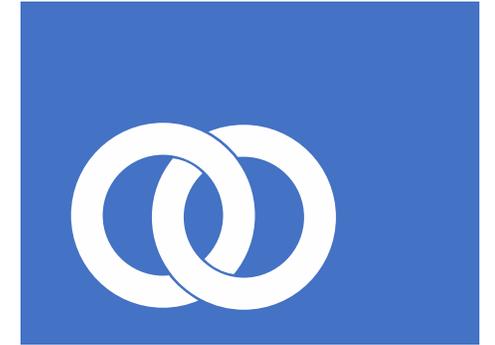
■ Goal

Learn what is needed when a speaker approaches you with a course. This workshop will address your issues and provide advice, tools, and resources for how to manage and plan CE Programs to ensure that BBS Regulations and CEPA guidelines are met.

■ Learning Objectives

- *(i) Identify the three responsibilities of a chapter on selecting a qualified speaker,*
- *(ii) Identify four ways a course is eligible for continuing education credit, and*
- *(iii) Name two qualifications that a speaker must-have*

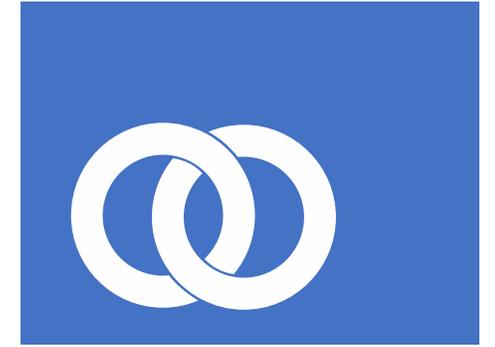
Course – Scope of Practice



Acceptable:

1. Fundamental to the understanding or practice of marriage and family therapy; *or*
2. Significant recent developments have occurred; *or*
3. Enhance the understanding of the practice; **AND**
“Relates to the **diagnosis, assessment, and treatment of the client population being served.**” - it “circles back” to the client.
4. Related to ethical, legal, statutory or regulatory policies, guidelines, and standards.

Course – Scope of Practice

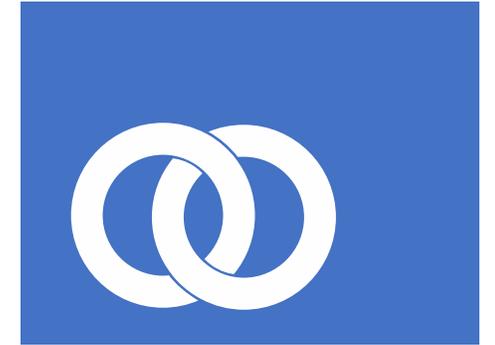


Not Acceptable:

- **Course title suggests the focus is not on consumer protection, legal, ethical or clinical practice**
- **The course is geared solely toward the therapist's self-care**
- **Course pertains solely to the therapist's finances**
- **The course relates solely to the marketing of the therapist's practice**
- **Course focused exclusively on how to build a practice**

While such courses may be valuable to the therapist/ attendee, it does not meet the regulations.

EXAMPLE



Title

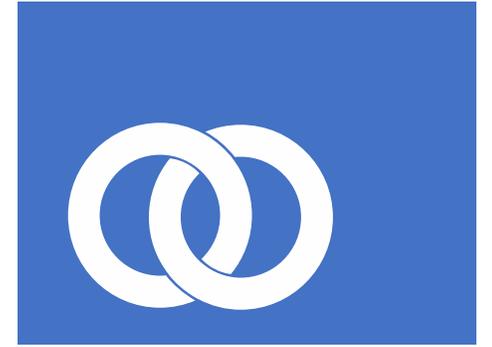
Working with Suicidal and Dangerous Clients: Legal, Ethical and Practical Issues

Workshop Description

The workshop will discuss key issues involved when working with suicidal clients, including, but not limited to: Standards of care; The relevance of assessment to the foreseeability of harm; identifying risk factors for suicide and undertaking "reasonable protective actions" Information from selected cases and relevant exceptions to confidentiality will also be discussed.

The workshop will also discuss key issues involved when working with dangerous clients, including, but not limited to: Standards of care; understanding the "duty to protect" based upon Tarasoff and Civil Code §43,92; the meaning of patient communication based upon the Ewing cases; understanding the "duty to report," based upon Welf.&Inst. Code §8100(b)(l) and §8105(c), and relevant exceptions to confidentiality

EXAMPLE



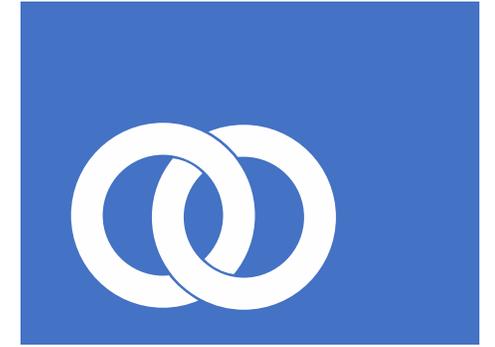
Title

Saving Psychotherapy or Tough Calls: Morals and values in clinical and ethical decision-making

Workshop Description

Despite decades of research showing how well therapy works, as well as advances in access through policy and technology, the psychotherapy field isn't growing. The number of people attending therapy is declining. Those who do come are attending fewer sessions, and paying lower fees for them. Salaries are stagnant. These trends are troubling, but you can fight back. In this data-driven and inspiring workshop, you will learn the practical steps you can take to ensure your work is successful with the clients and communities you serve, while also helping improve the field as a whole.

EXAMPLE



Title

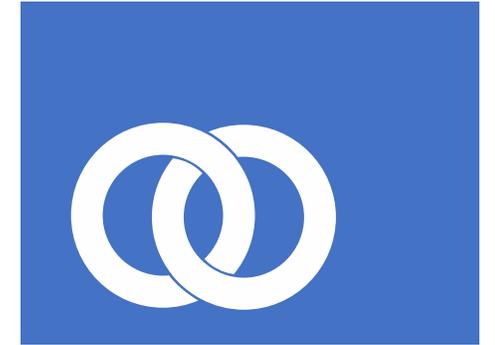
EMDR Therapy, Complex Trauma and Attachment Wounds

Workshop Description

Adults with unresolved states of mind and children with insecure patterns of attachment have experienced misattuned, asynchronous- traumatic-dyadic interactions with their caregivers. They build defenses and internal representations of the self as inadequate, shameful and unworthy and incapable of meeting deep needs for connection and safety. Such individuals, see, feel, perceive and interpret their relationships and life events through the lenses of these defenses and internal representations.

This presentation will address the use of the eight phases of EMDR therapy with this population. Issues related to stabilization such as state change, affect tolerance, psychoeducation and meeting unmet developmental needs will be covered. Also addressed, strategies to accompany these clients during the processing and integration of traumatic events.

EXAMPLE



Title

Becoming Culturally Competent in the Fire Service

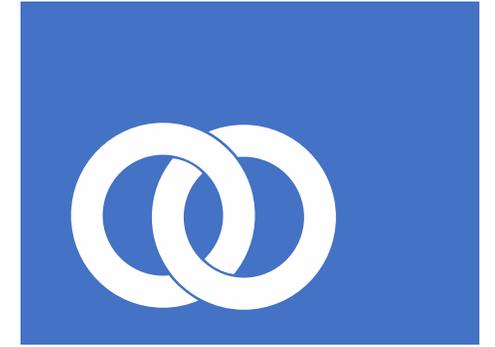
Workshop Description

This workshop is offered for clinicians that are interested in becoming culturally competent with the unique needs of firefighters and their families.

The fire service is a unique culture based on a paramilitary structure. Firefighters are asked to face horrors that few outside the profession can imagine, from mass casualty incidents, to the intimate pain of a child dying in their arms. It can take its toll on even the strongest individuals. National surveys suggest nearly one in three firefighters has considered suicide and face struggles with intimate relationships.

Consequently, it is important that clinicians working with this population understand the unique needs of the firefighter and their family.

EXAMPLE



Title

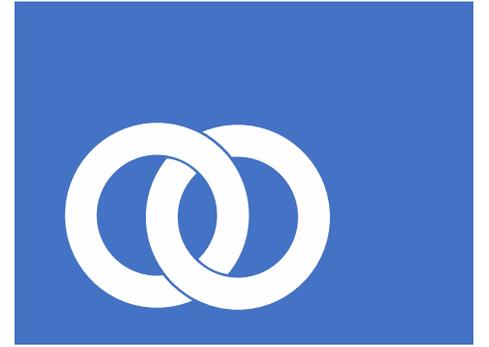
Using Social Media to Grow Your Practice

Workshop Description

This course is designed to help clinicians navigate the different platforms of social media to entice potential clients to seek out your services. Social media reaches over 100 million Americans each day and is a powerful tool to help with promotion and advertising.

This one-hour session will highlight the outreach capabilities between Facebook, Twitter Tumbler, and Instagram; "buzz words" to get your message noticed; and the latest search engine optimization techniques. Finally, this session gives a brief overview of the legal and ethical issues around clinicians pursuing new clients.

EXAMPLE



Title

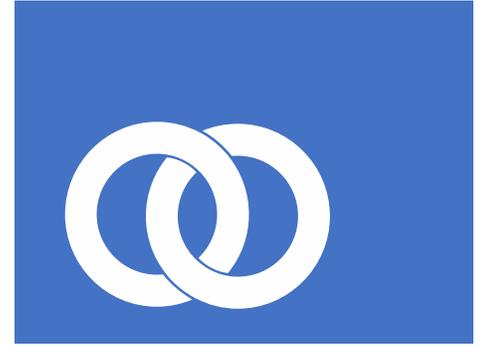
Setting up Your Own Private Practice

Workshop Description

You've been with your Agency for years and now want to branch out on your own. But where to begin? This day-long workshop will help you set up your own private practice - and make money!

This interactive course will show you: how to set up an LLC; how to choose the right space (office or home); choosing the right practice management software; using social media to advertise; billing for Medicare/Medi-Cal; and basic accounting fundamentals.

EXAMPLE



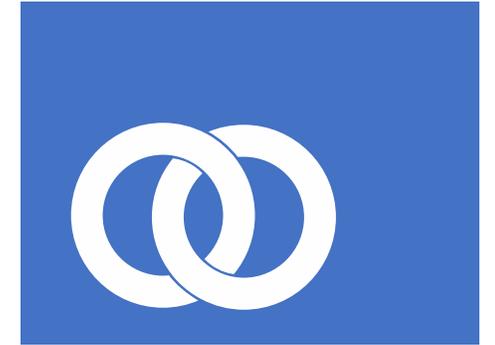
Title

How to avoid burnout and take care of yourself

Workshop Description

Let's face it. This work is HARD. As clinicians we struggle every day and it can be difficult to deflect our client's negativity, resistance, aggression, and pain. So how do we avoid burnout while working in the trenches? This interactive session discusses ways to keep ourselves feeling safe and supported, and inspire a lasting sense of wellbeing.

This interactive course will show you: deep breath exercises to reduce stress; yoga techniques to relieve tension; how to do an image board to re-frame your thought patterns; and how to use Hindu chants to maintain healthy and happy relationships with yourself and loved one.



Bringing it back to the Client

Title

How to help your client avoid burnout *and* take care of yourself

Workshop Description

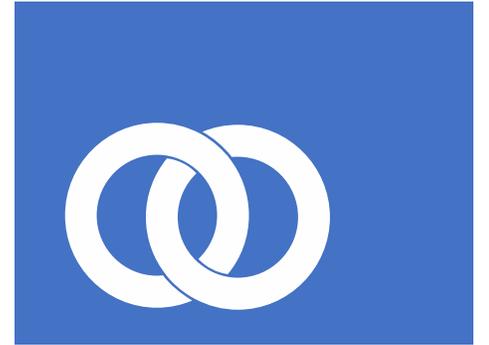
How do we help our caretaker clients avoid burnout while working in the trenches? This interactive session discusses ways to keep our clients (and ourselves) feeling safe and supported and inspire a lasting sense of wellbeing.

This interactive course will show you how to do and teach: deep breath exercises to reduce stress; yoga techniques to relieve tension; how to do an image board to re-frame thought patterns; and how to use Hindu chants to help your clients (and yourself) maintain healthy and happy relationships with themselves and loved one.

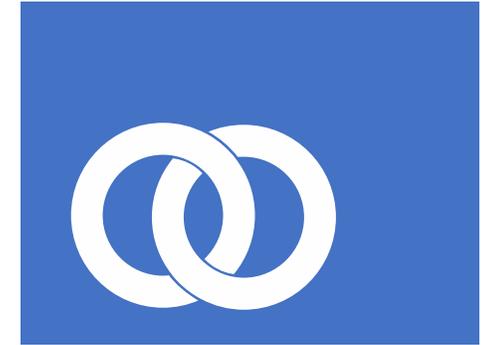
[SEE: CAMFT Course Content Letter](#)

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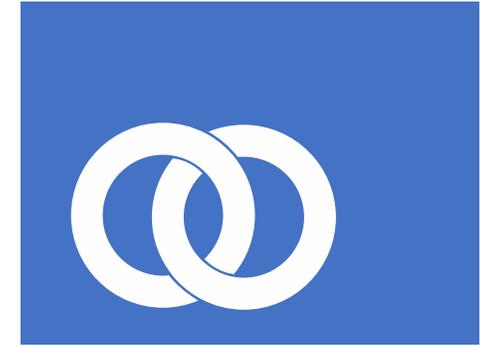


Course – Educational Goal(s)



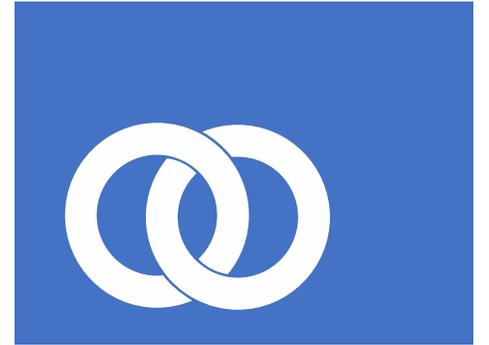
- Educational goals are broad and should describe the type of learning that will take place and skills attendees can take back and implement into their practice.
- A good rule is to clearly state the educational goals and strive to word them in a way that aligns with the learning objectives for the course.
- **Example:**
 - Child Abuse and Maltreatment***
Educational Goal: *Increase knowledge of child abuse and maltreatment to include specific types, risk factors for abuse, effects of child maltreatment, and protective factors for abuse.*

Course – Measurable Learning Objectives



- Learning objectives indicate **specific** learning outcomes that are derived from the educational goals, which should indicate **broad** learning outcomes.
- **Measurable** learning objectives are very specific things that participants will be able to do right then and there at the end of the course. When you ask participants if the learning objective was met at the end of the course, they should be able to say “Yes!”

Course – Measurable Learning Objectives

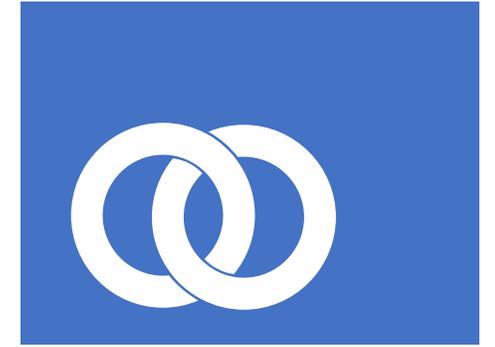


- A good trick is to make sure your objective has a **number** in it (this kind of forces it to be measurable).
- **Example:**
 - Participants will be able to identify at least four types of child abuse.
 - Participants will be able to name five effects of child abuse.
 - Participants will be able to identify three strategies to aid recovery
- **Example of an acceptable Learning Objective without a number:**
 - Participants will be able to explain the difference between child abuse and child endangerment.

Course – Measurable Learning Objectives

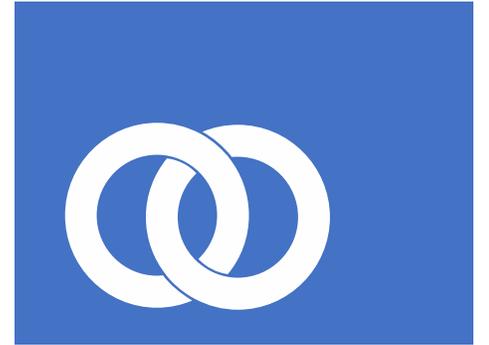
Measurable Learning Objective Verbs To Use:

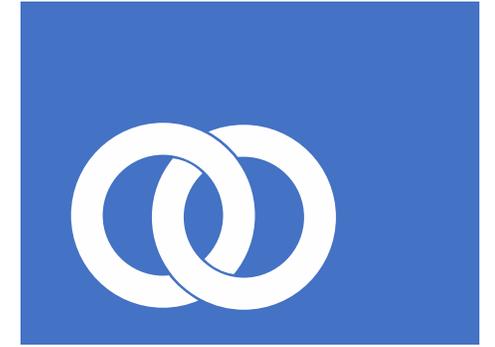
- **KNOWLEDGE:** **identify, name**, acquire, distinguish
- **COMPREHENSION:** convert, transform
- **APPLICATION:** **apply, explain**, carry out, prepare, operate, plan, repair
- **ANALYSIS:** **list, compare, identify, classify, distinguish**, catalog, order, determine
- **SYNTHESIS:** **write, plan**, integrate, specify, produce, organize, design, build
- **EVALUATION:** **evaluate**, verify, assess, test, rank, measure, select
- **DO NOT USE:** Discuss, Understand, Articulate, Feel, Recall, Recognize, Translate, Extrapolate, Interpret, Abstract, Sequence, Solve, Generalize, Analyze, Estimate, Observe, Detect, Discover, Discriminate, Explore, Investigate, Breakdown, Outside, Formulate, Propose, Theorize, Systemize, Judge, Appraise, and Check



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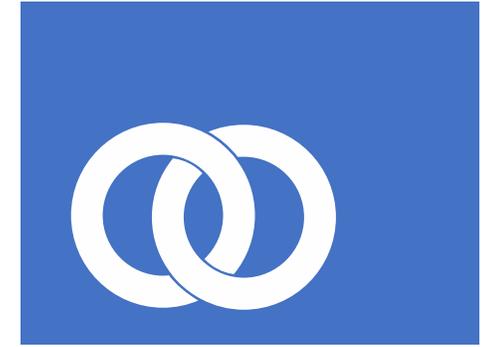




**TIME TO WIN
SOME PRIZES!!!**

Instructor Qualifications

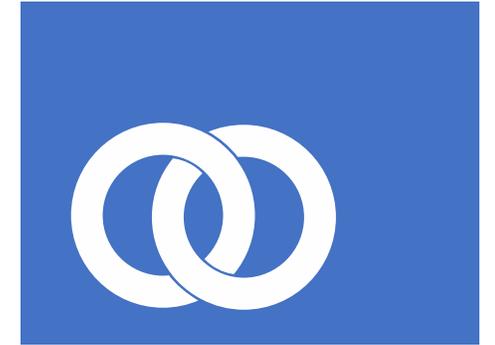
Must have two of the four:



1. Hold a **license, registration, or certificate** in an area related to the subject matter of the course. The license registration or certificate shall be current, valid, and free from restrictions due to disciplinary action by the Board of Behavioral Sciences or any other health care regulatory agency;
2. Possess a **master's or higher degree** from an educational institution in an area related to the subject matter of the course;
3. Have **training, certification,** or experience in teaching subject-matter related to the subject matter of the course; or
4. Possess at least **two years of experience** in an area related to the subject matter of the course.

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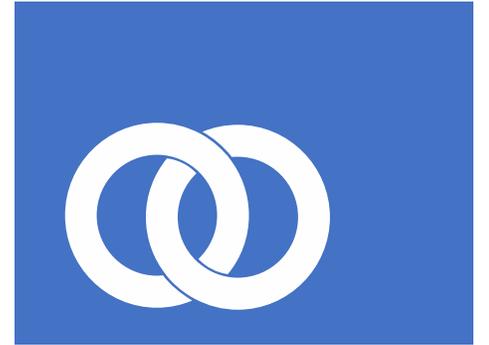
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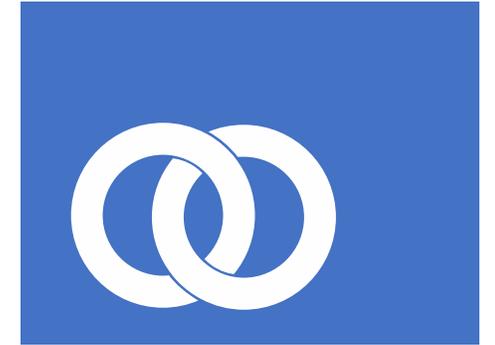
Misc. Chapter Responsibility: Record Retention

FOR EVERY COURSE: Must Keep for Four (4) Years:

- Syllabi for all courses;
- The time and location of all courses;
- Course advertisements (i.e. website/emails);
- Course instructors' vitae or resumes;
- Attendance rosters with the names and license numbers of licensees who attended the courses;
- Sign-in sheets; and
- Confirmation of Attendance issued to licensees who attended the courses.



Misc. Chapter Responsibility:
Change of Program Administrator

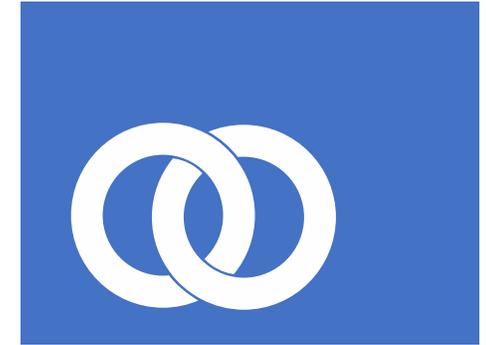


**LET US KNOW A CHANGE OF PROGRAM
ADMINISTRATOR WITHIN 15 days:**

mmuro@camft.org

CEPA Resources

<https://www.camft.org/CE-Providers/CE-Provider-Resources>



Find A CEPA Provider
How To Apply
Program Manual
CE Provider Resources
FAQs
Renewals
Be On The CEPA Committee

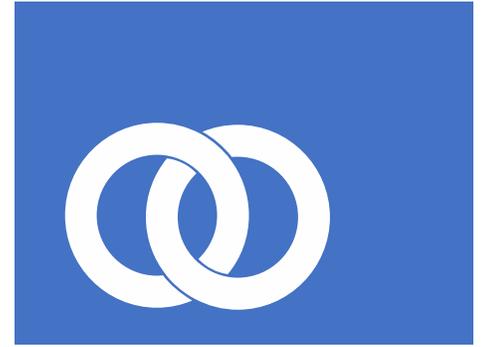


CE Provider Resources

The following information is provided for guidance in adhering to

- [BBS Continuing Education Regulations](#)
- [CEPA Program Manual](#)
- [Chapter Resources](#)
- [Citations and References - How to Write](#)
- [Co-Sponsorship Agreements - Drafting Tips](#)
- [Course Completion Certificate - SAMPLE](#)
- [Course Content Guidelines](#)
- [Course Evaluation - Sample](#)
- [Course Syllabus - Sample](#)
- [Goal and Measurable Learning Objectives - How to Write](#)
- [Grievance Policy - How to Write](#)
- [Instructor-Course Content Worksheet](#)
- [Promotional Material - Sample](#)
- [Refund Cancellation Policy - How to Write](#)

Sharing and Caring



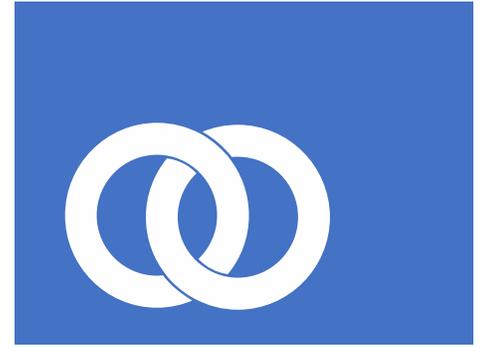
What challenges or success have you had with your virtual workshop?

What was the topic of your highest attended workshop?

What was the topic of your lowest attended workshop?

What was a technical issue you experienced?

YOUR QUESTIONS ANSWERED



More questions about these topics?

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OR cepa@camft.org (both)

www.camft.com/CEProvider

THANK

YOU!!!

