



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

TO: Continuing Education Workshop Applicants

FROM: Office of Continuing Education in Psychology

RE: Call for CE Workshop Proposals
2009 APA Convention Workshops
Toronto, Ontario, Canada—August 6-9

At each APA Annual Convention, the APA Office of Continuing Education in Psychology (CEP) and the Continuing Education Committee (CEC) offer approximately 75 half- and full-day workshops on a range of topics: ethics, assessment, geriatrics, psychopharmacology, and marriage/family, among others. We seek new and innovative proposals each year that represent the lifelong learning needs of the APA membership and we encourage you to share your expertise with colleagues at this highly attended event.

What is the mission of the Continuing Education Committee?

The Continuing Education Committee is responsible for developing policy and program recommendations for the Association's continuing education program and for working collaboratively with the APA Office of Continuing Education in Psychology and CE Sponsor Approval System to implement these policies and program recommendations. The Committee's tasks include, but not be limited to, (a) developing and delivering continuing education programs and products; (b) providing educational and technical assistance to APA Directorates, Divisions, State Associations, and other sponsors; (c) collaborating with organizations that seek to become approved sponsors of continuing education; (d) providing review of all APA approved sponsors and organizations seeking APA sponsor approval; (e) periodically reviewing the Association's sponsor approval guidelines, and (f) identifying, promoting, implementing and evaluating research, development and innovations in continuing education.

What is the definition of continuing education for psychologists?

Continuing education (CE) in psychology is an ongoing process consisting of formal learning activities that (1) are relevant to psychological practice, education and science, (2) enable psychologists to keep pace with emerging issues and technologies, and (3) allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

Continuing education in psychology builds upon a completed doctoral program in psychology. It is **not** a substitute for the basic academic education and training needed for entry to the field of psychology, **nor** should it be the primary vehicle for career changes from one APA-recognized specialty area (e.g., clinical, counseling, school psychology) to another.

Proposal Deadline: Monday, November 03, 2008

Please note that this deadline falls earlier than the deadline for convention session proposals submitted to APA Divisions. The CEC makes its workshop selections by mid-January 2009.

Proposal Review Process

The proposal process is a competitive one; we receive an average of 100 proposals each year for 75 spaces. The Continuing Education Committee selects workshops to be offered at convention based on a number of factors (refer to CE Committee Rating System within the online proposal); demonstration of adherence to the standards is required. Throughout the online proposal, you will see underlined text which denotes a hyperlink. You may click these hyperlinks for additional instructions and/or examples. We recommend that you prepare the following materials before you fill out the online proposal form:

1. Workshop Title (maximum 10 words)
2. Description of need (maximum 150 words)
3. Complete list of instructors with advanced degrees and institution/company information
4. Complete mailing and email addresses of all instructors
5. Education background, publications and continuing education experience for each instructor
6. Description of workshop content (maximum 1500 words)
7. Learning objectives, learning assessment outcomes and workshop activity format
8. Sample reference list

Compensation

Presenters earn an honorarium of \$150 per instructional hour, per workshop. We also offer complimentary attendance at one CE workshop and reimburse up to \$10 per participant for handout costs. The Primary Presenter receives the honorarium and distributes payment at his/her discretion unless other arrangements are made with the CEP Office prior to Convention.

Please see additional information below which will assist you when completing the proposal.

APA CONTINUING EDUCATION (CE) PROGRAM CRITERIA

What are the APA Standards and Criteria for Continuing Education?

APA recognizes the responsibility of psychologists to continue their educational and professional development, building upon the foundations of a completed doctoral program in psychology. The APA CE Sponsor Approval System and the APA Continuing Education Committee work to establish standards for those organizations wishing to offer continuing education for psychologists and to maintain the highest level of quality in those programs. The standards are outlined in the document, *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*, April 2005 (<http://www.apa.org/ce/scman.pdf>).

The APA Office of Continuing Education must follow these standards when offering programs for credit, including the APA Convention workshops. While the Continuing Education Committee selects workshops to be offered at convention based on consideration of a number of factors demonstration of adherence to the standards is required.

Standard D: Curriculum Content

The description of your workshop's curriculum will be rated based on how it responds to Standard D of the Standards and Criteria. Standard D states the following:

PRINCIPLE

The content of continuing education is the crucial component of programs intended to maintain, develop, and increase conceptual and applied competencies that are relevant to psychological practice, education, and science. CE programs may include content related to well-established psychological principles, or may be based on content that extends current theory, method, or practice. CE programs may provide information related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

CRITERIA

1. Sponsors must be prepared to demonstrate that information and programs presented are based on a methodological, theoretical, research, or practice knowledge base. This requirement must be met by at least one of the following:
 - 1.1. Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts;
 - 1.2. Program content has been studied according to established procedures of scientific scrutiny that can be reasonably relied upon;

- 1.3. Program content has peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;
- 1.4. Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.
2. Sponsors are required to ensure that instructors, during each CE presentation, include statements that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.
3. Sponsors must offer program content that builds upon the foundation of a completed doctoral program in psychology.
4. Sponsors must be prepared to demonstrate that content is relevant to psychological practice, education, or science.
5. Sponsors must clearly describe any commercial support for the CE program, presentation, or instructor to program participants at the time the CE program begins. Any other relationship that could be reasonably construed as a conflict of interest also must be disclosed.

Standard D: Educational and Technical Assistance

Program Content

Because psychologists work in a variety of professional settings, sponsors are encouraged to offer a wide range of topics that can meet the diverse CE needs of psychologists. The Committee strongly encourages innovative programs, assuming that Standard D is met.

Programs that are appropriate for CE will allow psychologists to improve services to the public and enhance contributions to the profession. Programs that include content related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology are considered appropriate (e.g., HIPAA, risk management, ethics). Appropriate content can be demonstrated in program titles, learning objectives, and promotional materials.

Career management programs (e.g., programs that are primarily for the purpose of career advancement) should be carefully considered to determine whether or not the content of the program can be deemed appropriate CE content for psychologists. The Committee recognizes that while such programs may be beneficial to psychologists by helping them grow their businesses, advance their academic careers, or otherwise increase their earnings, the content may not actually be related to the professional practice of psychology, education, administration, or research (e.g., programs on how to build a more profitable fee-for-service practice, or how to get tenure are usually not considered appropriate for CE).

The Committee will ultimately consider the best interest of the public and the program participants when making decisions about appropriate content of CE programs and its relevance to psychology.

Full Disclosure

Sponsors ensure that instructors provide a sufficient basis for the interpretation of program information by informing participants of limitations of the content being taught, including contradictory evidence and its source. For example, presentations that include discussions of clinical assessments, treatments, or interventions also describe the evidence for this information, including the basis (e.g., research, established psychological practice, clinical expertise, patient acceptability) of such descriptions or claims, their limitations, and the severe risks, if any, and also those risks that are most common.

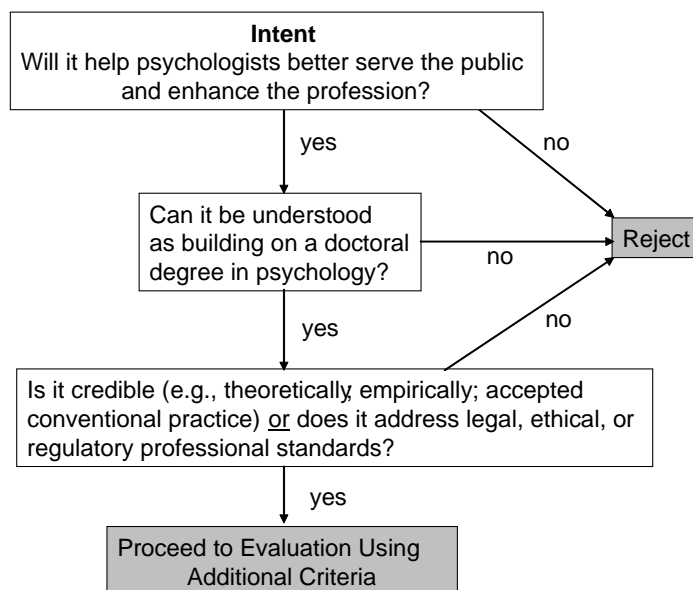
Sponsors are required to provide information that demonstrates their adherence to Standard D. In the normal course of program preparation, instructors should be able to provide information that demonstrates compliance with the standard. Sponsors could address this in some combination of the program learning objectives, participants' evaluation of content, citations to research references, or a clause in a contract with instructors.

Criteria and Processes for Determining Proposed Programs' CE-Eligibility

Acceptable programs must adhere to the definition of continuing education in that they improve service to the public and enhance contributions to the profession. Programs that address the personal or professional well-being of the psychologist must also demonstrate how they meet this principle.

Determination of eligibility is not made on the basis of topic alone. The burden is on the applicant to adequately establish the bridge between program content and the elements of the criteria. The more distant a topic appears from core disciplinary knowledge, the greater the responsibility of the presenter to demonstrate the connection to improvement of services to the public and contributions to the profession.

The CE Committee will use the *Standards and Criteria for Approval of Sponsors of Continuing Education* to evaluate proposals. In so doing, they will employ the following evaluative steps:



ILLUSTRATIVE EXAMPLE: *BUILDING YOUR PRACTICE*

Insufficient learning objectives Acceptable learning objectives

- Compare advantages and disadvantages of buying versus renting office space
- Learn to read a financial report
- Maximize income from managed care
- Develop successful strategies for locating sublettors for office space
- Maximize case load through successful marketing
- Design promotions to attract the self-pay clientele

Acceptable learning objectives

- Identify the professional, legal and ethical issues related to buying versus renting office space
- Learn about regulatory issues concerning electronic medical records and billing systems
- Negotiate contracts for managed care services which maximize patient care
- Analyze and minimize confidentiality concerns involving shared office space
- Create ethically sound marketing tools and techniques
- Provide effective client advocacy to third party payors

Note: Insufficient learning objectives successfully articulate the advantages that might accrue to the practitioner, but do not extend these to underscore their value to the clients or the broader society that may follow from the knowledge gains associated with this program. Acceptable learning objectives, by comparison, clearly identify the broader contributions that might support the welfare of the consumer and the society by addressing ethical and regulatory implications associated with successful business practice.

Sample Response to D.1. – Course Content Requiring Citations

The demonstration of program credibility can include citations to relevant peer-reviewed research, and reference to broader, recognized traditions of research and theory, among others:

Example D.1. "The Use of Expressive Arts in Psychotherapy"

Insufficient Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress.

Drawing from their extensive clinical experience, the presenters demonstrate a variety of expressive techniques that help open clients to new forms of mental health, adjustment, and optional functioning by helping them to recognize and experience their internal response.

This program is derived from the work of S. Smith, *Clinical Applications of the Expressive Arts* (New York: Stonewall Publications, 2000).

Acceptable Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress.

Drawing from the fields of art therapy, dance therapy, and other allied fields of recreational and occupational therapy, this program overviews the historical traditions, current research findings, and practice knowledge that inform the application of arts in psychotherapeutic practice.

This program is derived from the following works:

McNamara and Scott (2000), *Historical Research in Music Therapy, 3rd Edition*.
Douglas, D.B., (2001). Effectiveness of the Expressive Arts in Psychotherapeutic Practice:

Documentation of Research in Clinical Practice. *Journal of Arts in Medicine, 3*, 121-134.

Stanford, L.M. and Dickson, E.E. (2001). A controlled study of the effects of expressive arts as adjunctive techniques in psychotherapy. *Journal of Psychotherapy Research, 33*, 211-228.

Note: The insufficient program description draws primarily from presenter experience and only minimal, non peer-reviewed publications. The acceptable response clearly identifies relevant research literature that supports both the application of the expressive arts and their associated outcomes within relevant clinical contexts.

Standard C: Educational Planning and Instructional Methods

PRINCIPLE

Successful continuing education in psychology requires: (1) careful educational planning that results in a clear statement of educational objectives; (2) the selection of appropriate instructional methods to achieve those objectives; and (3) the selection of instructional personnel with demonstrated expertise in the program content.

CRITERIA

1. Sponsors must develop educational objectives that clearly describe what participants are expected to learn.
2. Sponsors must select instructors with expertise in the program content and who are competent to teach this program content at a level that builds upon a completed doctoral program in psychology.

Standard C: Educational and Technical Assistance

Every program offered for CE credit must have predetermined learning objectives. Rather than a description of topics to be covered, learning objectives should clearly define what the participant will know or be able to do as a result of having attended the program, and these objectives must be stated in measurable terms. As a guideline, there should be four objectives for a four hour program; seven objectives for a seven hour program.

CE activities can be delivered via numerous methods which include, but are not limited to: workshops, seminars, conferences, conventions, grand rounds, lectures, books, videotapes, audiotapes, CD-ROMs, and web-based activities. All CE activities, regardless of the delivery method, must adhere to the Standards of the APA Sponsor Approval System.

Although it is not required that instructors be psychologists, they must have expertise and be competent in the areas in which they teach. Competencies might be demonstrated by some combination of the following: relevant educational experience such as holding a doctoral degree in psychology, review of records of previous teaching experiences, years of clinical experience, publications in areas relevant to the content being taught, evaluation forms from previously offered programs, personal knowledge of the instructor's teaching ability, and references.

Illustrative Learning Objectives

Title: *Succeeding in an Academic Career*

At the conclusion of this program, participants will be able to:

Insufficient Learning Objectives

1. Identify the advantages in advancing one's career of having a systematic research program
2. Manage the complexities of scheduling research assistants, supervisees and other helpers
3. Negotiate the ins and outs of getting publications and grants
4. Discharge advising obligations while still having time to write
5. Increase chances for retention, tenure, and promotion through understanding academic policies and the administrative structure

Acceptable learning objectives

1. Identify the practical applications for teaching effectiveness of building a systematic Research program
2. Identify relevant ethical codes associated with research, clinical, or academic supervision with students
3. Negotiate the regulatory and ethical information regarding publication and grant writing with Colleagues or students
4. Apply appropriate mentoring skills for maximal student growth
5. Use an understanding of academic policies and the administrative structure to create more efficient classrooms and labs

Note: Insufficient learning objectives identify the advantages that might accrue to the individual faculty member, but fail to link these to improved services and the broader regulatory, ethical or professional issues that might also serve broader constituents within this context. By contrast, the acceptable learning objectives effectively tie the knowledge gains associated with this program to the effective functioning of the students and the administrative units associated with the faculty's functioning, and highlight the professional and scientific gains that would be expected to accrue as a result of the program.

HELPFUL HINTS

We include the following information to assist you in the development of your proposal; it is based on frequently asked questions from potential presenters. Please take a moment to review these items before completing your proposal.

Education Level of Workshop

Selecting the appropriate level of instruction (introductory, intermediate, or advanced) for your workshop is important for a successful and educative experience for participants. Please review the definitions and select **one** level of experience that you want in your participants.

Introductory: No prior knowledge of the specific content area is needed in order for you to participate fully and effectively in the workshop. The information or skills will be new for those who enroll.

Intermediate: Some basic knowledge of the specific content area is required, but you need not have in-depth knowledge or skills. The activity will provide information at a level beyond the basic knowledge of the topic.

Advanced: To participate fully, you must have a substantial working knowledge or skill level in the specific content area. Generally, you currently use the knowledge or skill in your job. At this level, advanced techniques or knowledge are offered to refine and expand current expertise.

Learning Objectives

Your workshop's success is contingent upon clearly stated objectives and your ability to achieve those objectives with participants. The objectives should be written in **measurable, behavioral terms** and should state exactly what the participant will be able to do following the workshop.

A four-hour workshop requires four objectives while a seven-hour workshop requires seven objectives. Think in terms of new skills or knowledge the participant will have upon completion of the workshop.

Verbs to consider

- ✓ list, describe, recite, write
- ✓ compute, discuss, explain, predict
- ✓ apply, demonstrate, prepare, use
- ✓ analyze, design, select, utilize
- ✓ compile, create, plan, revise

- ✓ assess, compare, rate, critique

Verbs to avoid

- ≠ know, understand
- ≠ learn, appreciate
- ≠ become aware of, become familiar with

Example:

This workshop is designed to help you:

1. Identify the main components of therapeutic mindfulness.
2. Cultivate mindful awareness in the therapeutic relationship.
3. Practice and teach mindfulness skills for everyday life (concentration, mindfulness, compassion).
4. Design mindfulness-based interventions for individual patients

Assessment of Learning Outcomes (ALO)

The Assessment of Learning Outcomes:

1. determines whether or not the workshop participant learned what you set out to teach them
2. provides feedback on how well you met the stated educational objectives
3. allows for improvements for future programs

The ALO's should be based directly on the learning objectives set for the workshop. Participants will rate the ALO's on a five-point scale at the conclusion of the workshop. The CEP Office will provide the evaluation to each workshop participant.

Example:

Based on the content of this workshop, I am able to:

1. Name the three components of mindfulness.
2. Identify at least two personal obstacles to mindful awareness in the therapy relationship.
3. Describe one technique for cultivating each of the following: concentration, mindfulness, compassion.
4. Identify key questions that guide the mindfulness-oriented psychotherapist's work with individual patients.

Workshop Activity Format

Provide an hour-by-hour outline of the educational content and the type of teaching methods you will use.

- Half-day workshops – include morning break between 9:30 am – 10:45 am
- Full-day workshops – include morning and afternoon breaks (9:30 am – 10:45 am and 2:15 pm – 3:30 pm).
- Half and Full-day workshops - include time to completion the evaluation forms (approximately 15 minutes).

Time	Learning Objectives Covered	Teaching Strategy
8am to 9am	Introduction Defining Healthy Sexuality and Love	Open discussion Video Excerpts Q&A
9am to 10am	Barriers to Sexuality and Love The Fantasy Bond and the Voice	Lecture PowerPoint Video Excerpts
10am to 11am	Developmental Perspective Impact of Family, Society and the Media on Sexuality	Lecture Video Excerpts Q&A
11am to 12pm	Assessment	PowerPoint Video Excerpt
12pm to 1pm	LUNCH (applies to Full Day Workshops)	LUNCH
1pm to 2pm	Steps in Voice Therapy Practice of Exercise	Lecture PowerPoint Q &A Participants fill out Journaling Exercise
2pm to 3pm	Video demonstration of Voice Therapy techniques	Video Excerpts Demonstration of techniques
3pm to 4pm	Role-play techniques & discuss exercise participants filled out Wrap Up	Practice Techniques Role-play interaction Feedback and Discussion

Handouts and Reference List

All handouts and additional materials are expected to be current, well-organized, and well-designed. You are required to distribute the following handouts:

1. An activity schedule that includes the topics to be discussed,
2. Copies of materials you will present during the workshop (e.g.: PowerPoint presentations and overhead transparencies) for use by the participants during the workshop, and
3. Bibliography/references that include citations for recommended reading materials and a list of any materials cited during your presentation.