

Continuing Education Committee (CEC) 2024 Annual Report

Committee Members: Christopher AhnAllen, PhD (Chair); Meghan Cody, PhD (Vice-Chair); B. Thomas Gray, PhD, ABPP; Bongjoo Hwang, PhD; Rebecca Lieb, PhD, ABPP; Clinton Nowicke, PsyD; M. Dolores Cimini, PhD; Hannah Jones, PhD; Lindsay Oberleitner, PhD; Vincent Alfoso, PhD; Robert Chernoff, PhD, JD; Jeannie DiClementi, PsyD; Louise Douce, PhD; Joanna Mussey, PhD; Rachel Schein, PsyD; Karen Schmaling, PhD, ABPP

Advisory Council (AC) Members: Bruce Liese, PhD, ABPP (Chair); Megan Freeman, PhD; Shannon O’Flinn, PhD

Staff Liaisons: Jennifer Taylor, PhD; Kristen Knight-Griffin, MPS

The Continuing Education Committee (CEC) is responsible for developing policy and program recommendations for the association's continuing professional education program, and for working collaboratively with the APA Office of Continuing Education Sponsor Approval (CESA) and the Office of Continuing Education in Psychology (CEP), to implement policy and program recommendations.

The application review process serves an important function in relation to the advancement of APA’s strategic priorities, primarily in relation to the higher-level goal of strengthening APA’s role as a leading voice for psychology. In particular, the rigorous review process of the Committee is designed to establish, uphold, and embody the standards for the profession and discipline nationally and, equally, the process serves as a leading resource for standards and evidence-based guidelines for the field. Additionally, the review function reflects an important regulatory purpose that contributes to elevating the public’s understanding, appreciation, and utilization of psychology.

Approved Sponsor Applications

The Committee reviewed a total of 519 applications across 385 organizations for approval as APA CE sponsors. There are currently 920 sponsors who collectively provide several thousands of CE programs each year.

CEC Research: Qualitative and Quantitative Studies

The CEC’s Research Subcommittee is committed to supporting evidence-based best practices in continuing education (CE), including studying a range of ways in which integrating equity, diversity, and inclusion (EDI) in CE programs may lead to better learning and application outcomes for psychologists and exploring current barriers CE instructors experience in relation to integrating diversity more thoroughly in their programs. At the APA 2024 convention, the CEC’s Research Subcommittee conducted a session that was supported by APA staff titled, “Diving Deep: A Transparent Dialogue on Equity, Diversity, and Inclusion in CE” in which the CEC shared their mixed methods study on barriers to integrating EDI in CE. The symposium featured candid reflections from educators on their greatest challenges and opportunities in relation to the integration of EDI in CE, with the aim to foster cultural humility, authentic conversations, and self-reflection.