Symposia Title:

Bridging the gap between science and practice: A vital role of continuing education in psychology
Seeking Good CE in Addiction Psychology:
Building the Bridge from Here to There

Presentation 1:
J. Kim Penberthy, Ph.D., ABPP
Bruce Liese, Ph.D., ABPP
Seeking good continuing education in addiction psychology: 
Building the bridge from here to there

J. Kim Penberthy, Ph.D., ABPP
Chester F. Carlson Professor of Psychiatry & Neurobehavioral Sciences
Department of Psychiatry & Neurobehavioral Sciences
University of Virginia School of Medicine, Charlottesville, Virginia

Bruce Liese, Ph.D., ABPP
Professor of Family Medicine & Psychiatry
University of Kansas, Kansas City, Kansas

Drs. Penberthy & Liese have no financial disclosures to make.
Accessing CE: The Consumers’ Experience

• Our Hypothesis: The consumer should be able to easily access accurate, current, informative, robust, quality continuing education.

• We explored offerings for continuing education in addiction psychology: Why Addiction CE?
  • Often not extensively covered in graduate programs of psychology
  • Topic of increasing importance in the field of psychology due to steady rates of addiction
  • Content area of addiction is sufficiently specific and circumscribed to allow a comprehensive search of offerings in limited states
Methodology

• Surveyed APA sponsor website: focused on sponsors’ offerings in 15 predetermined states

• Systematically documented details about the individual course offerings:
  Location  Topic/Content
  Format    Cost
  Learning objectives  Level

• Results analyzed via descriptive format
Our methodology included randomly sampling sponsors from the APA sponsor website focusing on offerings. We systematically documented details about the offerings, including if continuing education credits were offered and if so, how many. Additional information collected included: level of the course, topics covered, learning objectives, format, price, location, whether there was a post-test and if so, the difficulty level of the test. Information regarding diversity as well as advertising was also documented. Descriptive results regarding our findings will be presented as well as implications of these findings.

Access to comprehensive quality psychology continuing education is important if psychologists are to remain relevant and effective providers of mental health care in this country. Thus, we must routinely assess and monitor the level of our success in providing such continuing education offerings.
Details of Addiction CE Offerings

• 352 APA approved sponsor listings in 15 states

• 61 (17%) clearly offering addictions related CE

• Learning Objectives (LOs):
  • 58 of 61 (95%) listed clear and appropriate LOs

• Level of Courses Offered:
  • 12 offered beginning level courses
  • 5 offered intermediate
  • 3 offered advanced
  • 9 offered “all”
  • 37 (61%) did not specify level
Our methodology included randomly sampling sponsors from the APA sponsor website focusing on offerings. We systematically documented details about the offerings, including if continuing education credits were offered and if so, how many. Additional information collected included: level of the course, topics covered, learning objectives, format, price, location, whether there was a post-test and if so, the difficulty level of the test. Information regarding diversity as well as advertising was also documented. Descriptive results regarding our findings will be presented as well as implications of these findings. Access to comprehensive quality psychology continuing education is important if psychologists are to remain relevant and effective providers of mental health care in this country. Thus, we must routinely assess and monitor the level of our success in providing such continuing education offerings.

Details of Addiction CE Offerings

- **Delivery Format:**
  - 29 live/In-person offerings
  - 32 online offerings
  - 5 both formats

- **Price per credit:**
  - 9 free of charge
  - 32 charge a fee or membership
    - Range from $5 to $723 (for certificate in Addictions Counseling) per credit
    - $18 per credit hour average cost with outlier removed
  - 25 (41%) unknown price per credit
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Specific Topics Covered (number of programs offered):

• Introduction to addiction/substance abuse (14)
• Trauma/Veterans (7)
• Adolescent addiction (5)
• LGBTQ (3)
• Lifespan/elderly (3)
• Co-occurring disorders (3)
• Sexual behavior (2)
• Mindfulness (2)
• Pain (2)

One program each of: ethics, general cultural issues, attachment, addiction & women, prescription drug abuse, primary care role; DBT, Family Systems Theory
Strengthening the Bridge
Examples of CE programming that can be improved

- Cultural competency/diversity issues not adequately addressed (Standard B. 5.)
- Content materials not graduate level (D. 3.)
- No mention of alternative theories or data or limitations of content or the severe and most common risks regarding content (D. 5.)
- Post test not of sufficient depth to adequately determine the level of learning achieved (E. 3.)
- No description of target audience/instructional level (G. 1.b.)
- Cost per credit not provided (G. 1.d.)

*These are representative of common areas of weakness in applications & do not reflect any one specific application.
Conclusions

• Where you live matters...maybe
  • Some states had no APA approved Addiction CE, but there are many quality online options offered online from other states

• The course level not always identified
  • But, learning objectives are listed & helpful

• Challenging to know the cost per credit
  • When listed, costs are typically reasonable

• Many different & diverse topic options!
  • Diversity issues not always addressed
Future Directions

- Access to comprehensive quality psychology continuing education is important if psychologists are to remain relevant & effective providers of mental health care in this country.

- Routinely assess and monitor the level of our success in providing robust and relevant continuing education.

- Continue to expand diverse offerings and use technology effectively.
Access to comprehensive quality psychology continuing education is important if psychologists are to remain relevant and effective providers of mental health care in this country. Thus, we must routinely assess and monitor the level of our success in providing such continuing education offerings.

Thank you!
Continuing education in psychology: APA's process and perspective

Presentation 2:
Antoinette Minniti, PhD, CPsychol
American Psychological Association
The What, Who and How

• What is the Office of CE Sponsor Approval?
• Who is the Continuing Education Committee?
• How do the two entities work together?
APA's process and perspective

**APA’s Office of CE Sponsor Approval (CESA):**

- Facilitate psychologists’ access to CE programs
- Oversee the process of organizations seeking to become APA-approved sponsors and offer CE to psychologists
- Manage the reporting processes for 800+ sponsors
- Operate as team of four

NB: [Distinct from CEP office and CoA](#)
APA's process and perspective

**APA’s Continuing Education Committee (CEC):**

- Develop policy and program recommendations for APA CE
- Provide educational and technical assistance
- Review applications – twice yearly, 3-day meetings
- Identify, promote, implement, and evaluate research, development and innovations in CE/CPD
- Operate as committee of 14 who are all:
  - Volunteers, APA members, representative of discipline of psychology, committed to outstanding CE
CESA and CEC work collaboratively to:

- establish and implement policy and program recommendations
- regulate standards and criteria
- ensure the highest level of quality is maintained in program planning, management and delivery

APA's process and perspective
An evolving discipline requires ongoing collaboration:

- **Quality Professional Development and Continuing Education Resolution**
  - Approved by APA's Council of Representatives (August 2013)

- **Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists**
  - Approved by Council (August 2015)

- CESA works with the Committee to promote excellent quality continuing education, ensure adherence to S&C, and develop sponsor resources
Conclusion: Our process and perspective distilled

1. As psychology evolves, so do we
2. Focus on developing and promoting excellent CE programming
3. Verifiability, accountability, evaluation are necessary to this process
4. Quality CE should be accessible and useful to psychologists who are required to protect consumers and the public
5. We are receptive to ideas and always striving to enhance our resources and support
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Avoiding a Bridge to Nowhere: Finding the Road to Quality CE Offerings

Presentation 3: Karen B. Schmaling, Washington State University
Outline

• What constitutes quality CE
• Bridge: Council resolution on quality to the Standards & Criteria

<Most of the presentation will focus on Standard D.1. with a few examples of other components of quality>

• Standard D Educational and Technical Assistance
• Parsing Standard D.1.
• Division 12 Treatments site: one source of empirical evidence
• Potential programs and Standard D.1.1. evidence
• Standards D.1.2. and D.1.3.: Example programs
• Suggestions for sponsors
CESA and CEC work to ensure quality... what is quality?
(Not an exhaustive list, see http://www.apa.org/about/policy/improving-quality.aspx)

“Quality continuing professional development activities and continuing education programs should...

• be dedicated to an evidence-based approach with content substantiated by the empirical literature

• serve the purpose of enhancing and improving psychologists' skills especially in term of service to the public

• reflect current research on diversity related topics and be committed to a multiculturally competent approach

• incorporate presenters with expertise in the program content

• be accessible to all psychologists, including those with disabilities…”
Bridge between Council resolution on CE quality and the Standards and Criteria

<table>
<thead>
<tr>
<th>APA Council Resolution (8/2013)</th>
<th>Standards and Criteria include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>evidence-based approach with substantiated by the empirical literature</td>
<td>D.1., D.2.</td>
</tr>
<tr>
<td>serves to enhance and improve psychologists' skills</td>
<td>A.1., C.1., C.2., D.4.</td>
</tr>
<tr>
<td>reflects current research on diversity &amp; commitment to multicultural competence</td>
<td>B.5.</td>
</tr>
<tr>
<td>presenters have expertise in the program content</td>
<td>C.3.</td>
</tr>
<tr>
<td>accessible to all psychologists, including those with disabilities</td>
<td>B.6.</td>
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Standards & Criteria Educational and Technical Assistance (ETA)

“The responsibility is on the applicant to provide substantive and convincing evidence that the programs meet the requirements of Standard D. Applicants must adequately establish the bridge between program content and the elements of the criteria using appropriate evidence. The more distant a topic appears from core disciplinary knowledge, the greater the responsibility of the sponsor to demonstrate the connection of improvement of services to the public...”
If the program involves interventions or assessments to be used with clients, Standard D.1.1. **MUST** be addressed!

D.1.1. Program content focuses on application of psychological assessment and/or intervention methods that have overall **consistent and credible** empirical support in the **contemporary peer reviewed scientific literature** beyond those publications and other types of communications devoted primarily to the promotion of the approach.

* * *

Example interpretations and applications:

**Consistent and credible** = at least 3 current, relevant, supporting and complete references (in APA format)

**Contemporary** = in the last 10 years

**Peer reviewed scientific literature** = not books or book chapters
Example source of treatment research support:  
Division 12 (Society of Clinical Psychology) Treatments website  
http://www.div12.org/psychological-treatments/

• Treatments characterized in terms of the strength of the research support  
  • Strong = well-established, converging, independent investigators;  
  • Modest = limited studies with suggestive results;  
  • Controversial = conflicting results or lack of evidence to support hypothetical mechanism

• You may take issue with the methods used, but it may be difficult to justify the empirical basis of programs characterized as having no research support
PSYCHOLOGICAL TREATMENTS

- Prolonged Exposure **NEW** (strong research support)
- Present-Centered Therapy (strong research support)
- Cognitive Processing Therapy **NEW** (strong research support)
- Seeking Safety (for PTSD with co-morbid Substance Use Disorder) (strong research support)
- Stress Inoculation Therapy (modest research support)
- Eye Movement Desensitization and Reprocessing (strong research support/controversial)
- Psychological Debriefing (no research support/potentially harmful)
Potential program: **Cognitive therapy for depression**

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<thead>
<tr>
<th>Citation</th>
<th>Bridge to criteria?</th>
</tr>
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</table>

To better address criterion D.1.1., add 2 other contemporary studies supportive of CT for depression in the scientific literature.
## Potential program: Yoga for depression: An experiential workshop

<table>
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<tr>
<th>Citation</th>
<th>Bridge to criteria?</th>
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At this time, the references provided do not appear to provide evidence of consistent and credible empirical support for yoga as a treatment for depression. In addition, ETA for Standard G. states, “the portion of the program devoted to personal exposure (to the technique) may not be offered for CE credit.”
Potential examples of D.1.2. and D.1.3. programs

D.1.2. Program content focuses on ethical, legal, statutory, or regulatory policies, guidelines, and standards that impact psychological practice, education or research
• Implications of “Joel’s Law” in Washington State
• Ethical best practices and the use of technology

D.1.3. Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment or intervention methods...
• Statistical techniques for use in clinical trials research
• Neurophysiology of acute and chronic pain
Suggestions for Sponsors

• Consult the Educational and Technical Assistance (ETA) components of the Standards and Criteria

• Take advantage of the opportunity to submit a draft application for review by CESA staff (75-45 days prior to the published submission deadline)

• Keep in mind that APA approves sponsors, not individual programs, but example programs are reviewed in the process of approving sponsors
The Impact of Continuing Education in Psychology: Does it Succeed in Bridging the Gap?

Presentation 4: Greg Neimeyer, PhD
Continuing Education (CE) is Part of Scien(CE) and Practi(CE)
A Scorching Assessment and a Scurrilous Claim

“The study of continuing education [in psychology] remains in its infancy. As it currently stands, it can best be described as a pre-experimental patchwork of isolated surveys conducted largely on localized samples of convenience. These efforts have not yet risen to the level of programmatic research. And for that reason they have not yet demonstrated the methodological progress or systematic knowledge gains that would ordinarily accompany a sustained program of research. The discrepancy between the field’s reliance on CE, and its scholarly dedication to the understanding of CE, is a striking, and now enduring, feature of its professional landscape.”

-Neimeyer, Taylor and Wear, 2009
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Generates</th>
<th>Description</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Participation</td>
<td>Unknown</td>
<td>Completion</td>
<td>Attendance</td>
</tr>
<tr>
<td>Levels 2 Satisfaction</td>
<td>Appraising</td>
<td>Evaluation of the Program</td>
<td>Participant Survey</td>
</tr>
<tr>
<td>Level 3 Declarative Learning</td>
<td>Knowing</td>
<td>Content Learning</td>
<td>Subjective and/or Objective Assessment</td>
</tr>
<tr>
<td>Level 4 Procedural Learning</td>
<td>Knowing How</td>
<td>State How to apply</td>
<td>Assess procedural application</td>
</tr>
<tr>
<td>Level 5 Performance</td>
<td>Doing</td>
<td>Demonstrates in Learning Environment</td>
<td>Simulations or Skill Rehearsal</td>
</tr>
<tr>
<td>Level 6 Competence</td>
<td>Assimilating and Generalizing</td>
<td>Translates to Practice Environment</td>
<td>Self-Report, Charts, Peer or Record Review</td>
</tr>
<tr>
<td>Level 7 Patient Outcomes</td>
<td>Individual Impact</td>
<td>Demonstrated Improvement</td>
<td>Patient Self-Report or Records Review</td>
</tr>
<tr>
<td>Level 8 Community Health</td>
<td>Societal Impact</td>
<td>Demonstrated Community Impact</td>
<td>Epidemiological data Community Survey</td>
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Level 1: Participation

Mandates Matter
• On average, professional psychologists complete about 22 CE credits per year
• Those in CE mandating states complete a full one-third more than those in non-mandating jurisdictions
Mean Number of Reported CE Credits Completed Per Year for Year for Mandated and Non-Mandated Psychologists (Cumulative Percentages)

Neimeyer et. al., 2009

<table>
<thead>
<tr>
<th>Number of CE Credits</th>
<th>Mandated (n = 3,555)</th>
<th>Non (n = 1,399)</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>1.0%</td>
<td>8.1%</td>
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<tr>
<td>5 or fewer</td>
<td>1.6%</td>
<td>18.0%</td>
</tr>
<tr>
<td>10 or fewer</td>
<td>9.6%</td>
<td>44.7%</td>
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<td>15 or fewer</td>
<td>27.3%</td>
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<td>20 or fewer</td>
<td>59.9%</td>
<td>78.3%</td>
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<td>25 or fewer</td>
<td>73.8%</td>
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<td>30 or fewer</td>
<td>84.4%</td>
<td>91.3%</td>
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<td>35 or fewer</td>
<td>86.3%</td>
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<td>40 or fewer</td>
<td>91.8%</td>
<td>96.0%</td>
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<td>45 or fewer</td>
<td>93.2%</td>
<td>96.3%</td>
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<tr>
<td>50 or fewer</td>
<td>96.3%</td>
<td>97.8%</td>
</tr>
<tr>
<td>100 or fewer</td>
<td>99.7%</td>
<td>99.8%</td>
</tr>
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</table>
Percentage of “CE Minimalists” Across Time

- 2010: 43.3%
- 2012: 34.9%
- 2013: 29.5%
- 2014: 15.6%
- 2017: 8.7%
Level 3: Declarative Knowledge
More Subjective than Objective
Appraisal
Overall, how much do you feel that you have learned as a result of your continuing education?

- A great deal: 29.8%
- Quite a lot: 45.3%
- Somewhat: 18.7%
- Little: 4.7%
- Very little: 1.5%
Level 6: Competence

Perceived Competence
and Correlations with Measures of Competence
Overall, do you believe that CE has helped you to be more effective in your work as a psychologist?
Correlations Among CE and Measures of Professional Competence
Taylor et. al., 2017 (N=604)

<table>
<thead>
<tr>
<th></th>
<th>Formal CE</th>
<th>Informal CE</th>
<th>LLL Orient</th>
<th>CSES</th>
<th>PCS</th>
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<tr>
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<td>1</td>
<td>.13**</td>
<td>.21**</td>
<td>.21**</td>
<td>.23**</td>
</tr>
<tr>
<td>Informal CE</td>
<td></td>
<td>1</td>
<td>.42*</td>
<td>.05</td>
<td>.20*</td>
</tr>
<tr>
<td>LLL Orient</td>
<td></td>
<td></td>
<td>1</td>
<td>.16*</td>
<td>.57**</td>
</tr>
<tr>
<td>CSES</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>.47*</td>
</tr>
<tr>
<td>PCS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

* Indicates significance at p<.05; ** indicates significance at p<.01. LLL Orient= Lifelong Learning Orientation; CSES= Counselor Self-Efficacy Scale; PCS = Professional Competencies Scale.
Level 8: Community Health and Welfare
A comparison of the disciplinary action rates between CE-mandating and non-mandating licensing jurisdictions in the United States (Neimeyer, Taylor and Pippin Orwig, 2014)

- No significant differences in disciplinary action rates
- Overall difference in number of completed CE credits was only 6 CEs per year, on average
- In every CE mandating jurisdiction the #1 disciplinary action was for a CE violation, accounting for more than 1/3 of the total violations
- So the CE mandates were at least effective in detecting and correcting CE violations.
The Uniformity Myth: Forms of CPD May Have Different Impacts

ASPPB CPD Guidelines

1. Client Assessments
2. Peer Consultation
3. Professional Service
4. Publications
5. Self-Directed Study
6. Formal CE
7. Teaching Classes/Workshops
8. Taking Formal Courses
9. Attending Conferences
10. Board Certification
Public Perceptions of the Extent to Which CPD Activities Fulfill Stipulated Objectives
(Taylor and Neimeyer, 2015)
Best Practices in CE
“He was only reaching for his powerpoint presentation pointer.”
Learning Pyramid

- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%
- Teach others: average student retention rates

Source: National Training Laboratories, Bethel, Maine
- Communication for the Safety Professional by Robert Kornikau & Frank McElroy 1975
Evidence-Based Continuing Education for Psychologists (EBCEP) is defined as “professional education that has an ongoing commitment to evaluating educational practices and assessing educational outcomes in support of understanding, promoting and demonstrating the effectiveness of continuing education in psychology”. To what extent do you agree or disagree with the objectives of EBCEP?
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