



Maximize your App: Tips and Guidance From the Continuing Education Committee for New or Renewing Sponsors

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AMERICAN
PSYCHOLOGICAL
ASSOCIATION

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Disclosures

- We have no financial disclosures to make.

Learning Objectives

- A. List 2 reasons why diversity issues are important to consider when offering continuing education programming about psychology.
- B. List 2 empirically supported methods for providing effective teaching to adult learners in psychology.
- C. Describe 2 characteristics of scientific empirical support for psychological programming

Introduction: Your Application

- **STANDARD A:** Goals of your CE programming
- **STANDARD B:** Program administration and diversity
- **STANDARD C:** Learning objectives and instructional methods
- **STANDARD D:** Content of programming and its evidence-base
- **STANDARD E:** Evaluations and post-tests
- **STANDARD F:** Standards for awarding credit
- **STANDARD G:** Promotional/public materials

List 2 reasons why diversity issues are important to consider when offering continuing education programming about psychology.

- Standard B, Program Administration and Diversity:
 - 5. Sponsors must both select instructors and develop program content that respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
 - 6. Sponsors must make all CE programs accessible to individuals with disabilities, according to the requirements of the Americans with Disabilities Act


Addressing diversity


- Programming should reflect diversity in 3 areas:
 - Instructors/presenters
 - Content of workshops/presentations
 - Creating an environment that respects diversity of attendees
- Several lines of research has suggested culture can impact:
 - What is adaptive / considered healthy relationships
 - The intersection between relationships and various facets of health
 - Conceptualizations of wellness, mental illness, and acceptance of different treatment modalities

Responding to Diversity Items in the Application


- Go beyond a statement that “it will be considered / reviewed”
- A process that is systematic and detailed is far more likely to yield results that will be reflected in your programming
- A step-by-step process for review of diversity content could include:
 - *What* specific information will you require/use to make your determination
 - *How* will you evaluate this information with respect to inclusion of diversity issues

Diversity of Instructors

 Problem: “We will make every effort to consider diversity when choosing instructors”

 Solution: Demonstrate you select instructors with a track record of addressing diversity issues

- Evidenced by their CVs and/or in their proposals
- Include specific criteria for selection of instructors

 Solution: Demonstrate you make active efforts to invite instructors from diverse populations (e.g., racial/ethnic, LGBT+) to present

Diversity of Content



Problem: “We have diverse content because we offer a program on X.”



Solution: Describe a systematic approach to ensuring content of your programming covers diversity

- Are applications to diverse groups discussed in your programs?
- Is it applicable to a range of marginalized populations?
- Can it be applied cross-culturally?
- Are there efforts made to evaluate the frequency of covering diversity in your programs?

What does Diversity mean as an Approved Sponsor?

[Standard B, Criterion 5](#) states “Sponsors must both select instructors and develop program content that respects cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.”

At its core, respect for diversity centers around acceptance, respect, and the understanding that each person is a unique individual. Individual differences can include, but are not limited to, dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, ability/disability status, religious or spiritual beliefs, and political ideology. Sponsors are required to take diversity issues into consideration when selecting presenters and program content.

Addressing the CE Application question regarding diversity goes beyond a simple statement indicating a respect for diversity or indication that there is a policy statement regarding diversity in place. Considering the issue of diversity at a broader level allows sponsors to further improve CE programming and facilitate the overall process of learning. In evaluating applications for CE Sponsor Approval, the Continuing Education Committee (CEC) does not have a specific “correct” response to which all applicant responses are compared. The CEC instead evaluates whether applicants appear to understand the importance of selecting presenters from diverse backgrounds and that these presenters have the responsibility of structuring CE programming reflective of the potential differences in the populations included in the program content and the audience. Program content that is inclusive of diversity reflects the appreciation of a diverse population and focuses on the acknowledgement and respect of the richness of differences.

www.apa.org/ed/sponsor/resources/diversity.pdf

List 2 empirically supported methods for providing effective teaching to adult learners in psychology

- Standard C. Educational Planning (Learning Objectives) and Instructional Methods
 - 1. Sponsors must develop educational objectives that clearly describe a) what participants are expected to learn; and b) how participants can apply this knowledge in practice or other professional contexts.
 - 2. Sponsors must include instructional methods that actively engage the learned to enhance acquisition of knowledge and, where appropriate, facilitate translation into practice.

List 2 empirically supported methods for providing effective teaching to adult learners in psychology



Problem: Working memory is limited and excess cognitive load interferes with learning



Solution: Use learning objectives to focus the learner on the most important goals of the learning session



Guidance for Writing Behavioral Learning Objectives

There are key components of well-written behavioral learning objectives that – when incorporated – allow for an optimal, articulated experience for learners. Consider using the below checklist when developing your objectives.

Are my learning objectives:

- ☐ **observable and measurable** (i.e., use action verbs that describe measurable behaviors)?
- ☐ statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity?
- ☐ focused on the learner?
- ☐ appropriate in breadth (not too few *or* too many – e.g., 3-4 objectives for a four-hour program)?
- ☐ sufficient in depth (at the **postdoctoral** level for psychologists and **clearly articulated** – e.g., does the *whole* of the objective make sense and is it appropriate for CE)?
- ☐ fully linked to: (a) the program narrative, (b) adequate reference support, & (c) promotional materials?

Verbs to consider when writing learning objectives	Verbs to avoid when writing learning objectives
✓ list, describe, recite, write	⊗ know, understand
✓ compute, discuss, explain, predict	⊗ learn, appreciate
✓ apply, demonstrate, prepare, use	⊗ become aware of, become familiar with
✓ analyze, design, select, utilize	
✓ compile, create, plan, revise	
✓ assess, compare, rate, critique	

- Example of well-written learning objectives for a 4-hour CE session on hypnosis and pain:

This workshop is designed to help you:

1. Describe basic hypnosis theory and technique;
2. Compare demonstrations of hypnotic technique and phenomena;
3. Explain differences between acute and chronic pain; and
4. Utilize hypnosis in controlling acute pain.

www.apa.org/ed/sponsor/resources/objectives.pdf



Empirically supported methods for teaching adult learners in psychology



Problem: Information cannot be accessed later if it is not transferred into long-term memory



Problem: Knowledge change may not result in behavior change



Solution: Utilize practice-oriented instructional modes (e.g., interactive instead of lecture-based)

www.apa.org/ed/sponsor/resources/supplemental-resources.pdf

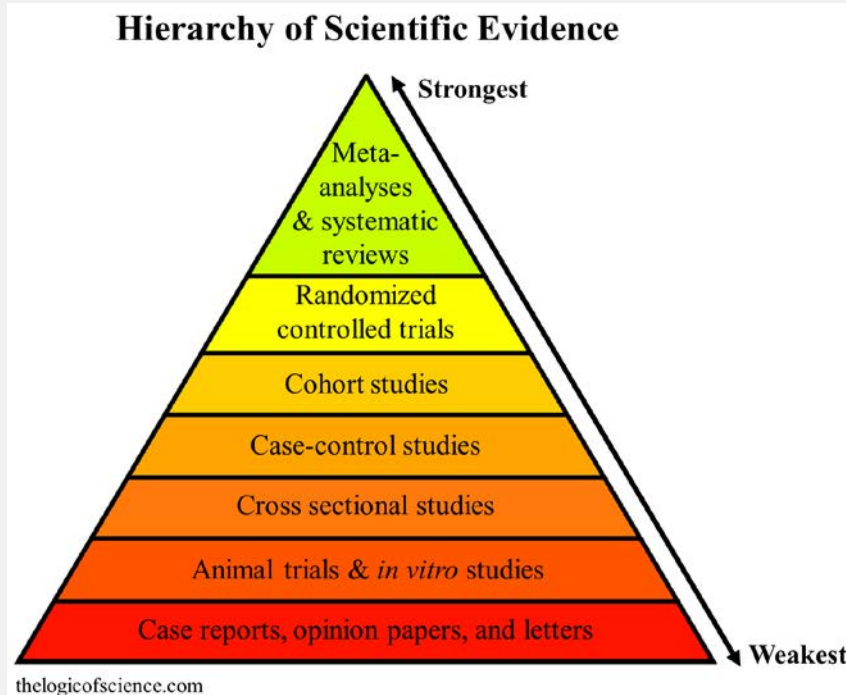
Describe 2 characteristics of scientific empirical support for psychological programming

- Standard D: Curriculum Content
 - 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 communication devoted to the promotion of the approach.

Characteristics of scientific empirical support for psychological programming

- APA Policy Statement on Evidence-Based Practice (2005):

- “a sizeable body of evidence drawn from a variety of research designs attests to the effectiveness of psychological practices.”





Characteristics of scientific empirical support for psychological programming



Problem: Including *only* references that are not current or not directly relevant to the content.



Solution: Current – at least 3 articles within the last 10 years. Feel free to include other seminal or important pieces, but make sure you have 3 current references.



Solution: Relevancy – it is best to choose articles that adequately and directly speak to the topic at hand. Avoid tangentially related articles.

Characteristics of scientific empirical support for psychological programming



Problem: Inconsistency across Standards.

- For example, the learning objectives and title don't seem to quite match the narrative, and the references don't seem to directly relate to the learning objectives.



Solution: Group the information you are providing for each program across standards. Make sure that they all fit together and that more explanation is not required to be optimally informative.



What Should I Know about Standard D?

The first thing you need to know is that Standard D does not stand alone. That is, best practice for meeting Standard D requires that a 'golden thread' links Standards C, D, and G.

Standard C learning objectives should map onto the narrative in Standard D. If you are stating that Objectives X, Y and Z will be achieved, the content of these learning objectives should be clearly represented within the narrative.



The Standard D narrative should clearly map onto the references. If you are specifying that your program meets D.1.1, you need at least three peer-reviewed (e.g., journal article), current (e.g., within the last 10 years), relevant references to meet the Standard. "Relevant" references are those which address all of the components that are referred to in the narrative (and, ipso facto, what is written as the learning objectives); e.g., if you mention the 'Frankincense approach for youths and military veterans', the provided references should support implementation of the specified 'Frankincense' approach and its use with youth and military veterans.



If you are including learning objectives and narratives in your promotional materials, you must include the **same** learning objectives as those listed in Standard C, and the same or similar narrative as that which you provided in Standard D. Only provide titles and descriptions that can be supported by evidence. Including hyperbolic or exaggerated claims is NOT considered good practice:

In other words, AVOID:
Reconstruct the Butterfly Psyche!
The Ultimate Cure for Traumatized Young Caterpillars!
Never have a fearful chrysalis again!

Check out the example to the right for guidance.



Shutte fly: A novel approach to treating traumatized young caterpillars

Standard C: Learning Objectives

- List three well-established approaches to treating traumatized young caterpillars
- Explain the two key components that comprise Shutterfly
- Describe populations who are most likely to benefit from Shutterfly

Standard D: Curriculum Content

This course is designed to present practitioners with a novel treatment approach, Shutte fly, which has been shown to be efficacious for treating traumatized young caterpillars. We will review research for established intervention approaches that have traditionally been used to treat traumatized young caterpillars, and then attendees will be introduced to Shutte fly, which is a more recently established, evidence-based approach. Shutte fly is founded on two key components, wing span and patte n recognition, which are described in detail. Shutte fly has been shown to be useful for pre-Monarch and pre-Skipper caterpillars.

References:

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Standard G: Promotional Materials

The Shutterfly Approach: Treatment for traumatized caterpillars
Attendees will:

- List three well-established approaches to treating traumatized young caterpillars
- Explain the two key components that comprise Shutterfly
- Describe populations who are most likely to benefit from Shutterfly

Description: This course is designed to present practitioners with a novel treatment approach, Shutte fly, shown to be efficacious for treating traumatized young caterpillars. The session will include a review of established intervention approaches, in addition to an introduction to Shutterfly, a more recently established approach. Shutte fly has been shown to be useful for pre-Monarch and pre-Skipper caterpillars.

www.apa.org/ed/sponsor/resources/standard-d.pdf

Break into Groups

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**Thank you for your
time and attention!**

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