

## Hybrid Program Guidance and Best Practice

The purpose of this resource is to provide guidance to sponsors who conduct hybrid CE programs. This resource is also designed to help sponsors understand whether their programs might qualify as hybrid and, thus, require both CESA/live and homestudy approval.

### DEFINITION:

Hybrid programs are defined as programs that include both live (where there is opportunity for live interaction with a presenter) and homestudy (where there is no opportunity for interaction with a presenter) components. This type of programming typically reflects multi-session and/or multi-day programs.

### WHY HYBRID PROGRAMS?

There are many reasons that hybrid programs may be optimal for sponsors, e.g., the content necessitates that attendees engage in live, interactive sessions along with concurrent ‘homework’ that is required outside the live session.

### ARE MY PROGRAMS HYBRID, HOMESTUDY, OR LIVE?

Sponsors should consider whether their remote sessions require homestudy approval. Here are some examples:

| Program Specifications   | Type of Programming   |
|--|---|
| Multi-session/multi-day programs with live interactive sessions plus assignments outside the classroom | Hybrid (requires CESA/live and homestudy approval)  |
| Asynchronous-only (e.g., pre-recorded webinar, book/publication/printed materials)                     | Homestudy   |
| Live remote webinar or live in-person session  | Live  |
| Combined pre-recorded webinar <u>and</u> live remote Q&A   | It depends – to warrant live programming, best practice means there should be sufficient opportunity for live interaction with instructors before, during, &/or after pre-recorded portions |

### BEST PRACTICES – SIMILAR FOR HYBRID, HOMESTUDY, AND LIVE REMOTE<sup>1</sup> PROGRAMS:

#### Standard B:

Programs should be accessible and all [reasonable accommodations](#) must be met. The APA provides [accessibility guidelines](#) that may be helpful for sponsors and these should be adapted based on program format and requests.

#### Standard E:

Both live and homestudy programs require sponsors to have a method in place to assess participant learning. Whether conducting live remote (vs. in-person), homestudy, or hybrid programs, the best practice recommendation in relation to [Criterion E.3](#) is to include post-tests or some other form of learning measure. See: [Guidance for Creating Post Tests](#)

Also, evaluation/feedback forms should assess participants’ perceptions re: learning objectives. And, forms must be tailored based on format (e.g., accessibility questions for homestudy programs should relate to ‘technology’ vs. ‘rooms’).

#### Standard F:

With respect to monitoring and verification of attendance, live remote (vs. in-person), homestudy, and hybrid programs should consider the most appropriate mechanisms based on the context and their resources – e.g., methods can include intermittent text/codes for attendees to make note of and then provide at the end and/or attestations of full attendance.

#### General & Technical Considerations:

Sponsors should consider whether they want to ask or require the use of cameras by attendees – this may be helpful not only in relation to attendance monitoring/verification, but also in terms of enhancing engagement and a shared sense of community with other learners and the instructor(s).

### OTHER QUESTIONS?

This resource is not intended to be exhaustive – please [contact the CESA office](#) with questions about your programs.

*Notes.* <sup>1</sup>Live remote is included as this format operates in principle much like remote sessions that are not in-person. See also our Homestudy FAQs (<https://www.apa.org/ed/sponsor/resources/homestudy-toolkit-faqs>).