



# APA ANNUAL CONVENTION

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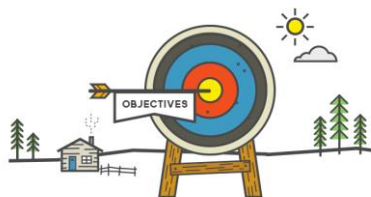
## Praises and Pitfalls: How to Write a Strong CE Application

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APA Continuing Education Committee



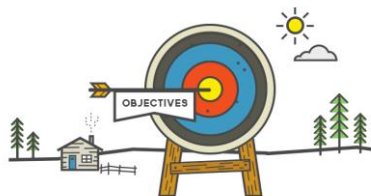
# Learning Objectives

- Understand how to write a strong application.
- Appreciate the important components of a CE application.
- Be aware of the need to be clear about the purpose of your programming.
- List at least **3 best practices** in relation to developing a strong CE application.
- Describe **3 ways to clarify/enhance your cross-disciplinary** offerings.
- Identify **2 recommendations** to enhance the quality of your responses to **diversity** in your application.



# Learning Objectives

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## Format



- Brief **overview** of **common mistakes** and **suggestions** in CESA applications.
- Discussion of specific **considerations** for those offering **interprofessional** CE workshops
- Time for **questions** and **answers**



## Standard A: Goals



### Praises:

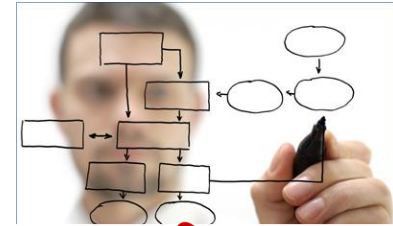
- Make sure your goals are **relevant** to psychologists, specifically.
- Ensure goals are aimed at keeping psychologists **current** and **maintain** and **increase** their competencies.

### Pitfalls:



- Goals that lack specificity to psychologists (e.g., “Our goal is to create continuing education programs for medical professionals.”)
- Not attending to the importance of developing programming that is up-to-date and supports psychologist’s competence.

## Standard B: Program Management



### Praises:

- Provide **specifics** regarding how you will **ensure test security, proprietary & participant info** (e.g., locked filing cabinet, secure server)
- A **psychologist** must be **involved in all phases** of decision-making and program planning

### Pitfalls:



- Only generally saying something like, “We take the security of participant information and tests with the utmost importance.”
- Neglecting to include a psychologist in each phase of decision-making and planning.



## Standard B (Cont.): Program Management



### Praises:

- **Diversity:** consider how you, **specifically, choose instructors who attend to diversity**
  - Pay attention to **diversity in many forms.**
  - **Explain how you attend to diversity** when choosing instructors and programming.

### Pitfalls:



- Only stating that your organization values diversity (no explanation of what that looks like/how that is practiced) or that you do not discriminate.



# Standard C: Educational Planning and Instructional Methods



## Praises:

- Consider: **why** is your programming **specifically applicable** to psychologists?
- Include **at least 3 learning objectives for a 1-2 hour program** (above that, 1-2/hour)...but keep in mind, **quality** is preferred **over quantity** (particularly with longer programs)

## Pitfalls:



- Don't water down your responses.
- Including only a few learning objectives (e.g., 3) for 15 credits offered. (This makes it hard for committee members to evaluate the content provided in the workshop.)



## Standard D: Curriculum Content



### Praises:

- **More** references is **not** **always better**.
- Make sure **references** are **current** (at least 3 within the past 10 years)
- Must **build on doctoral-level** training.

### Pitfalls:



- Including references not relevant to the topic at hand.
- Including only outdated references (makes it hard to judge if the workshop will be current and relevant and will add to a psychologist's competence)
- Offering courses that are too elementary/basic for post-doctoral psychologists.

## Standard D (Cont.): Curriculum Content



### Praises:

### Pitfalls:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Providing <b>peer-reviewed, current references</b> for Activities meeting the criterion for <b>D.1.1</b>.</li></ul>        | <ul style="list-style-type: none"><li>• Not including peer-reviewed, current references for workshops on the application of interventions and assessments.</li></ul> |
| <ul style="list-style-type: none"><li>• Distinguish <b>D.1.1 from D.1.3</b>.<ul style="list-style-type: none"><li>• <i>*More on next slide</i></li></ul></li></ul> | <ul style="list-style-type: none"><li>• Labeling programs that are D.1.1 as D.1.3 (so as not to include updated peer-reviewed references).</li></ul>                 |
| <ul style="list-style-type: none"><li>• If you <b>mention programs in Standard C</b>, be sure to <b>include each</b> of them in Standard <b>D</b>.</li></ul>       | <ul style="list-style-type: none"><li>• Not including programs mentioned in Standard C, in Standard D as well.</li></ul>   |

## Side Note: How Do You Determine if Your Program Meets **D.1.1**, D.1.2, or D.1.3?

- What qualifies under D.1.1?
  - If you are teaching psychologists **interventions** or **assessments** that they ***will use with clients***.
  - Examples:
    - Interpersonal psychotherapy for depression
    - The utilization of the DSM-5 in children and adolescents
    - Behavioral analysis in the treatment of autism spectrum disorder
    - Treatment of post-traumatic stress in immigrant families



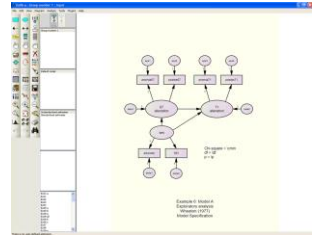
## Side Note: How Do You Determine if Your Program Meets D.1.1, **D.1.2**, or D.1.3?

- What qualifies under D.1.2?
  - If you are teaching psychologists **ethical, legal, statutory or regulatory policies, guidelines, and standards** in practice or research.
  - Examples:
    - Ethical considerations in telehealth
    - Compliance with HIPPA regulations
    - Ethical considerations in substance abuse research with adolescents
    - Mental health care under the Affordable Care Act



## Side Note: How Do You Determine if Your Program Meets D.1.1, D.1.2, or **D.1.3**?

- What qualifies under D.1.3?
  - If you are teaching psychologists **content other than** psychological intervention, assessment, and ethics.
  - Examples:
    - Learning about the “new statistics”
    - Mental health advocacy for marginalized populations
    - Writing for professional psychology journals
    - Neurobiological changes following exposure to trauma
  - Ask yourself: does this program **include any APPLICATION of assessment or intervention** methods that impact patients/the general public?
    - If so, it falls under D.1.1, not D.1.3



## Standard E: Program Evaluation



### Praises:

- If instructors have received **low ratings**, be sure to **discuss how the concerns have been addressed**.
- Include the **means** for each survey item, when providing cumulative feedback.

### Pitfalls:



- Ignoring poor instructor ratings and not attending to student concerns.
- Including all evaluation forms without obtaining the average or including one evaluation with a number **highlighted** (instead of the actual mean)

## Standard E (Cont.): Program Evaluation



### Praises:

- Include the **2 required assessment questions**  
("How useful" and "How much did you learn")

### Pitfalls:



- **Missing the two required questions.**





## Standard F: Standards for Awarding Credit



### Praises:

- **Partial credit** should **not** be provided. (However, you can allow make-up activities if a participant experienced extenuating circumstances.)
- For Post-Tests: We recommend a **passing score of at least 75%** (70% for 10-item tests). Answer keys/rubrics should be clear (in cases of essay questions).

### Pitfalls:



- Partial credit is erroneously offered and/or attendance is not monitored.
- No passing score is supplied or the passing score is too low. Essay questions are provided with no clear answer key/method of evaluation.

## Standard F (Cont.): Standards for Awarding Credit



### Praises:

- For HSS: In general, we recommend approximately **10 post-test questions/CE credit** offered.
- Ensure that the **post-tests** are of sufficient **depth** (they couldn't easily be answered just by guessing).

### Pitfalls:



- Offering only a few post-test questions for several CE credits.
- Post-tests could be easily answered simply by guessing, and/or true/false questions are primarily used.

## Standard F (Cont.): Standards for Awarding Credit



### Praises:

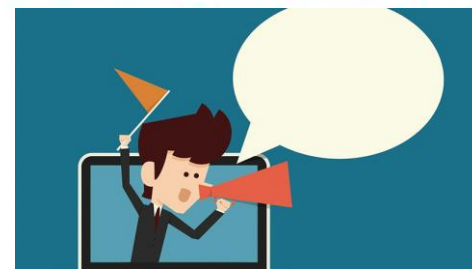
- **Credit should *only* be awarded for actual instructional time.** (Be sure to also justify your number of credits offered is reasonable for the length of the program.)
  - Example: if participants are required to read a book chapter, you might consider how long it takes the average reader to read “##” words or conduct a pilot test first.

### Pitfalls:



- No information is provided regarding how the applicant arrived at the number of credits they are offering.

## Standard G: Promotion and Advertising of Programs



### Praises:

- Make sure the promotional materials include the term **“CE”** rather than “CEU”.
- Make clear what **is**, and is **not**, **offered for CE credit** (e.g., morning meditation).
- Include **contact information or a website** for more details.

### Pitfalls:

- Promotional materials contain the term “CEU” instead of “CE”.
- Failing to clarify which hours are included for CE credit.
- Neglecting to include all required info (instructional level, refund policy, cost, instructor bio, learning objectives, etc.) **nor a way to obtain more info** (e.g., website).

# Creating Interprofessional CE Programs



## Praises:

- Make sure the narratives are **relevant (specifically)** to psychologists.
- Ensure **references reflect literature relevant** for psychologists.
- Provide CE **credit ONLY** for **programs relevant** for psychologists.

## Pitfalls:

- Write narratives that are too broad to be directly relevant to psychologists.
- *Only* provide references that do not relate to the field of psychology.
- Provide CE credits for areas that are not directly relevant for psychologists (e.g., prescriptions and medical devices).

# Tips for Those Offering Interprofessional CE Programs

- Ask yourself, “**How** are **psychologists**, specifically, going to **benefit** from this?”
- Frame your responses in a way that elucidates **how** your programming is **important for psychologists**.
  - Consider, for example, how a physical medical issue may affect behavior.





# Questions?



Resources:

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