



*Sponsorship 2.0: Expanding your CE  
Practice in an Era of Social  
Distancing*

# *Presenters & Webinar Structure*

- Brief Webinar Presentation
- Q&A in your previously selected track:
  - Back to Basics
  - Incorporating Diversity into Your Programs
  - What Type of Programming is Best for Me?
- No need to do anything to enter your track – you are already here!
- Webinar Developers:
  - CEC Members: Drs. Jeannie DiClementi, Rebecca Lieb (Vice-Chair), Rebecca Miller, Theresa Schultz (Chair), and Shannon O’Flinn
  - APA CESA Staff: Dr. Toni Minniti and Ms. Kristen Knight-Griffin

# *Disclosures*

- We have no conflict of interest or other disclosures to report

# *Learning Objectives*

- Describe best practices for the Standards and Criteria with a particular focus on current social distancing recommendations (e.g., how to apply the Standards in different online formats).
- Identify three (3) ways to diversify your existing program audience, content, and format with attention on moving from face-to-face to online programs.
- Discuss at least one opportunity for expanding your CE practice to an online format.

# Types of Distance Programming in CE

## Live Programming

CESA (live) approval allows you to offer live remote programs (e.g., virtual meetings or webinars).

Live programs must allow for real-time interaction with the instructor(s).

Live programs that take place remotely are not considered “homestudy.”

Submit the *CESA Application* in the [CESA OAS](#).

## Homestudy Programming

Homestudy approval allows you to offer asynchronous programs (e.g., pre-recorded lectures, publications/books, or digital media).

Homestudy programs do not allow for real-time interaction with the instructor(s).

Submit the *Homestudy Only Application* in the [CESA OAS](#).

## Hybrid Programming

Combined live and homestudy approval allows you to offer live, homestudy, and/or hybrid programs (e.g., live webinars with asynchronous homework).

Hybrid programs combine live and homestudy elements within a single or multi-session program.

Submit the *CESA Application* and *Homestudy Supplemental Application* in the [CESA OAS](#).

More information can be found on the [Applications](#) page.

For further resources pertaining to these definitions, see the [CESA Glossary of Terms](#).

<https://www.apa.org/ed/sponsor/resources/distance-programming-types.pdf>

## *Case Study: CESA-Only Approval + Quarantine*

- Planned workshop for March 21<sup>st</sup>, 2020 (6 hours)
- Rescheduled as a live online webinar, but split into 2 x 3-hour sections
  - Revised to have separate learning objectives each day
  - Allowed attendance on one or both days
  - Made recordings available but not for CE (i.e., no Homestudy approval)
  - Used registration option in online platform to record attendance

# *Case Study: CESA-Only Approval + Quarantine*

- **What went well:**

- Significantly reduced costs (e.g., room rental, food and drinks, parking). Allowed organization to offer event for free.
- Online platform registration helped with online attendance tracking
- Online polls and using chat box + moderator allowed for some audience interaction
- Many more participants than usual, due to increased accessibility

# *Case Study: CESA-Only Approval + Quarantine*

## **Issues Identified:**

- Clunky methods for getting materials to presenters or using them in the webinar (e.g., worksheets)
- Need to consider for live webinars how to have productive audience involvement
- Difficult for presenter to assess audience involvement and understanding
- Fatigue
- Having a homestudy component would have allowed more flexibility in participation (e.g., for those with children)

## **New Ways Forward:**

- Clearer planning from the beginning about necessary materials for use during the webinar and how to effectively use them for audience engagement and reflection
- Submit questions beforehand and/or more frequent breaks to address questions as they arise
- Carefully consider size of program given its goals
- Collect more information about participants prior to the program (especially important for our topic and would have typically been gathered at the beginning of the in-person workshop)



# *Moving from (Live) Synchronous to (Homestudy) Asynchronous: What's Required?*

- Homestudy Supplemental Application (for already-approved live sponsors and/or new sponsors who want live and asynchronous programs)

OR

- Homestudy Application (for those who want to offer ONLY asynchronous programs)

# *Moving from Synchronous to Asynchronous: Similarities & Differences*

- **ALL** programs, of course, must meet the Standards & Criteria for quality programming, including:
  - Clear and specific learning objectives ([Standard C](#))
  - Instructors with expertise in the area ([Standard C](#))
  - Evidence-based content appropriate in scope for psychologists and the time frame ([Standard D](#))
- What's unique?
  - Post-tests ([Standard E](#))
  - Who is the "instructor?" (e.g., books?) ([Standard C](#))
  - How is attendance monitored? ([Standard F](#))
  - How to determine number of CEs ([Standard F](#))
  - How to ensure you have permission to use the material ([Standard E](#))

# *Post-Tests: Sufficient Depth & Difficulty*

- Sponsors must ensure that there is a method in place to assess learning (Standard E, #3)
- ETA: CE Programs that are not conducted in person (e.g., books, audio/videotapes, pre-recorded/archived webinars, CD-ROMs) require a different process for evaluating the effectiveness of the program.
- Post-Test Requirements:
  - Questions must be of sufficient depth and breadth
  - Questions must adequately determine level of learning
  - Post-Test must specify passing criterion

# *Writing the Post-Tests: Ways to Think of the “Instructor” for Homestudy*

- Content expert
- Application asks for individuals who are responsible for Homestudy program development and test preparation
- Full CVs required for each individual
- Each person’s role must be clearly described

# *Monitoring Attendance: Beyond the Sign-in Sheet*

- Embedding words/pictures throughout
- Login data
- Specific post-session questions (i.e., evaluations, post-tests)
- Post hoc: Attestations/electronic signatures

# *Determining the Number of Credits*

- Standard F #1: CE credit for psychologists = one credit per one hour of instructional time (1:1)
- CE credit only for actual instructional time.
- When instructional time is difficult to calculate (e.g., books, CD-ROMs, online), must have method (and rationale) to determine CE credit.
- Sponsors are strongly encouraged to utilize field testing when determining CE credit for these types of programs.

# *Tips & Pitfalls*

- Proprietary Info – Standard E
- Ensuring your content is up-to-date
- How to make the most of the technology

# *Using Online Programs to Diversify your Content*

- Choose presenters to expand your reach (e.g., different populations, treatment approaches, ethical considerations)
- Expand your target audience (and marketing)
  - Online sessions can be accessed by anyone across the country
- Consider different (or multiple) approaches to content delivery, including:
  - Parent or expert panels
  - Breakout groups



## *Sponsorship 2.0: Expanding your CE Practice in an Era of Social Distancing*

- Great opportunities!
- Application processes for all types of programming are equally robust
- Reach out to the Office of CE Sponsor Approval for support: [SEducation-CESAS@apa.org](mailto:SEducation-CESAS@apa.org)