PURPOSE

- To evaluate CE and Lifelong Learning (LLL) needs of APA membership
- To improve effectiveness and performance of CEP Office
- To enhance communication between Office of CESA and CE Sponsors
OVERVIEW

- Demographics
- Priorities and Limitations
- CE Delivery Methods
- Topics and Communication Preferences
- Comparisons Across Career Groups
- Reflections and Anticipations
DEMOGRAPHICS
RESPONSE RATE

- 7,993 Total Respondents
  - 6,486 Complete
  - 861 Partial
  - 646 Disqualified

1Total response rate was 13.55% and represents 7,993 out of 59,000 who received the survey for completion.
2Partial=submission page not reached
3Disqualified=response eliminated by survey logic or quota
7,339 Respondents
- 4,854 licensed psychologists
- 2,485 non-licensed
LENGTH OF PSYCHOLOGY CAREERS

- 6,897 Respondents
  - ≤ 10 Years: 3,006
  - 11-20 Years: 1,105
  - ≥ 21 Years: 2,786
7,301 Respondents
- Female: 4,879
- Male: 2,370
- Other: 21
- Prefer not to say: 30

Gender:
- Female: 66.84%
- Male: 32.47%
- Other: 0.27%
- Prefer not to say: 0.41%

Gender: Other

- Transgender (F2M): 10%
- Transgender (M2F): 10%
- Genderqueer: 5%
- Intersex: 5%
- Neither: 5%
Employee Settings

- Practice (37.18%)
- Educational Institutions (30.37%)
- Healthcare (15.40%)
- Government (7.94%)
- Business (4.70%)
- Non-profit (1.15%)
- Not Working (1.01%)
- Corrections (0.58%)
- Other (1.68%)

n = 7,243; respondents chose all that applied
AGE

- NO ANSWER: 0.18%
- <30: 13.67%
- 30-39: 20.03%
- 40-49: 15.90%
- 50-59: 17.10%
- 60-69: 23.74%
- ≤70: 9.37%

n = 7,139
PRIORITIES AND LIMITATIONS
# Importance of Factors in Signing Up for CE Programs

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Attendees</strong></td>
<td>33%</td>
<td>25%</td>
<td>29%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Preferred Delivery Method</strong></td>
<td>7%</td>
<td>27%</td>
<td>34%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>8%</td>
<td>31%</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good Instructor</strong></td>
<td>17%</td>
<td>36%</td>
<td>42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td>15%</td>
<td>35%</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Interest</strong></td>
<td>22%</td>
<td>39%</td>
<td>31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Development</strong></td>
<td>15%</td>
<td>38%</td>
<td>41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compulsory</strong></td>
<td>15%</td>
<td>23%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>23%</td>
<td>30%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**n = 6,966**

1 (Far Left, Dark Blue) = Least Important, 5 (Far Right, Blue) = Most Important
LIMITING FACTORS IN CE PROGRAM ENGAGEMENT

- **Cost**
  - Not compulsory or required
  - Inaccessible
  - Poor instructor
  - Irrelevant to professional work
  - Not a preferred delivery method

- **Anticipated Attendee Size**
  - 6%
  - 25%
  - 6%
  - 8%
  - 6%

- **Attendance Rate**
  - 45%
  - 20%
  - 26%
  - 5%
  - 3%

- **Not a Preferred Delivery Method**
  - 8%
  - 14%
  - 35%
  - 24%
  - 19%

- **Irrelevant to Professional Work**
  - 6%
  - 9%
  - 19%
  - 24%
  - 42%

- **Poor Instructor**
  - 8%
  - 11%
  - 24%
  - 21%
  - 35%

- **Inaccessible**
  - 6%
  - 8%
  - 19%
  - 27%
  - 41%

- **Not Compulsory or Required**
  - 25%
  - 19%
  - 33%
  - 13%
  - 10%

- **Cost**
  - 6%
  - 8%
  - 23%
  - 25%
  - 38%

n = 6,994
1 (Far Left, Dark Blue) = Least Limiting, 5 (Far Right, Blue) = Most Limiting
# Preference of CE Delivery Methods

## Conference Sessions
<table>
<thead>
<tr>
<th></th>
<th>7%</th>
<th>11%</th>
<th>26%</th>
<th>32%</th>
<th>25%</th>
</tr>
</thead>
</table>

## In-Depth Series (Any Program That Lasts Longer Than Six Months)
<table>
<thead>
<tr>
<th></th>
<th>29%</th>
<th>28%</th>
<th>23%</th>
<th>13%</th>
<th>6%</th>
</tr>
</thead>
</table>

## Lecture Series
<table>
<thead>
<tr>
<th></th>
<th>6%</th>
<th>16%</th>
<th>35%</th>
<th>30%</th>
<th>13%</th>
</tr>
</thead>
</table>

## Digital Media – E.g., Video, Audio, CD-ROM (Homestudy)
<table>
<thead>
<tr>
<th></th>
<th>10%</th>
<th>19%</th>
<th>32%</th>
<th>24%</th>
<th>15%</th>
</tr>
</thead>
</table>

## Publication/Book (Homestudy)
<table>
<thead>
<tr>
<th></th>
<th>12%</th>
<th>21%</th>
<th>29%</th>
<th>22%</th>
<th>16%</th>
</tr>
</thead>
</table>

## Interactive Online Programs (Homestudy)
<table>
<thead>
<tr>
<th></th>
<th>9%</th>
<th>14%</th>
<th>28%</th>
<th>27%</th>
<th>22%</th>
</tr>
</thead>
</table>

## Video On-Demand Recordings (Homestudy)
<table>
<thead>
<tr>
<th></th>
<th>8%</th>
<th>13%</th>
<th>25%</th>
<th>28%</th>
<th>27%</th>
</tr>
</thead>
</table>

## Live Video Webcast
<table>
<thead>
<tr>
<th></th>
<th>9%</th>
<th>15%</th>
<th>29%</th>
<th>28%</th>
<th>18%</th>
</tr>
</thead>
</table>

## Live On-Site Workshop/Lecture/Seminar
<table>
<thead>
<tr>
<th></th>
<th>4%</th>
<th>4%</th>
<th>16%</th>
<th>27%</th>
<th>49%</th>
</tr>
</thead>
</table>

n = 6,754

1 (Far Left, Dark Blue) = Least Interest, 5 (Far Right, Blue) = Most Interest
TEACHING FORMATS TO FACILITATE LEARNING

- Lecture/Presentation
- PowerPoint Slides
- Case Illustrations/Examples
- Demonstrations
- Participant Role Play or Rehearsal
- Clinical or Instructional Exercise
- Question and Answer/Discussion
- Video Clips
- Participant Break-Out Groups

n = 6,742

1 (Far Left, Dark Blue) = Very Little, 5 (Far Right, Blue) = Very Much
COMPLETION RATE OF APA INDEPENDENT STUDY PROGRAM (IS)

- 6,761 Respondents
  - 927 completed IS within past two years
  - 570 completed IS more than two years ago
  - 5,264 have not completed IS

*An APA Independent Study consists of any program that is not completed in real time or offered live (e.g., books, videos, asynchronous online programs).
n=1,985; respondents chose all that applied
ATTENDANCE RATE OF LIVE OFFERINGS

- CE Half- and Full-Day Workshops at the APA Convention: 10%
- CE Sessions at the APA Convention: 16%
- APA Convention: 33%
- Other live meetings for CE Credits: 70%
- Other live meetings (local, national, international): 72%

n = 5,182; respondents chose all that applied
EXTENT TO WHICH APA CE PROGRAMS MEET CE NEEDS

- Not at all: 13.60%
- Slightly: 16.90%
- Moderately: 42.40%
- Very: 18.50%
- Completely: 8.70%

n = 6,529
TOPICS OF INTEREST (TOP 50% OF RESPONSES)

- Anxiety and Depression: 47%
- Psychotherapy: 44%
- Disorders and Pathologies: 44%
- Clinical Psychology: 42%
- Ethics in Psychology: 41%
- Trauma: 41%
- Evaluation, Assessment, and Suicidology: 39%
- Neuropsychology: 35%
- Children and Adolescents: 32%
- Spirituality: 32%
- Personality: 32%
- Race, Culture, and Identity: 30%
- Law and Psychology: 28%
- Families and Couples: 27%
- Supervision: 26%
- Pharmacology: 25%
- Addiction: 24%
- Professional Development: 24%

n = 6,680; respondents chose all that applied
TOPICS OF INTEREST (BOTTOM 50% OF RESPONSES)

- Professional Resources...
- Violence, Families, and... (23%)
- Integrated Care
- Consulting to Business...
- ICD-11
- Leadership Skills
- Eating and Eating Disorders
- Health Psychology
- Education
- Management Skills
- Transitioning from...
- Industrial/Organizational...
- Military
- Other - Write In (Required)
- All Topics (6%)

n = 6,680; respondents chose all that applied
# Topics of Interest: Other

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging Fields/Treatments and Types of Psychology</td>
<td>36%</td>
</tr>
<tr>
<td>Sex/Gender/LGBTQ</td>
<td>23%</td>
</tr>
<tr>
<td>Geriatrics/Gerontology</td>
<td>15%</td>
</tr>
<tr>
<td>Statistics/Research/Testing</td>
<td>15%</td>
</tr>
<tr>
<td>Disability</td>
<td>7%</td>
</tr>
<tr>
<td>Autism</td>
<td>7%</td>
</tr>
<tr>
<td>Animal Behavior</td>
<td>2%</td>
</tr>
<tr>
<td>Communication/Language</td>
<td>1%</td>
</tr>
</tbody>
</table>
DESIRED FREQUENCY OF COMMUNICATION FROM CEP OFFICE

- 6,650 Respondents
  - Annually: 221
  - Semi-annually: 430
  - Quarterly: 1,871
  - Monthly: 3,374
  - Weekly: 548
  - Never: 206
DESIRED INFORMATION FROM CEP OFFICE

- Schedule of upcoming events: 16.87%
- Video on-demand programs: 19.53%
- Article-based exams: 15.00%
- Book-based exams: 9.69%
- Promotions/discounts: 19.81%
- APA Convention (CE workshops and/or sessions): 12.84%
- Programs by topic: 5.58%
- Other: 0.69%
- Cost: 0.11%
- Accessibility of programs: 0.09%
- Programs by format: 0.26%
- Revision to current programs: 0.04%
- N/A: 0.18%

n = 6,536; respondents chose all that applied
*See slides 29-31 for more detail on “Other”
RESOURCES UTILIZED IN SEARCH FOR CE PROGRAMS

- Digital Brochure: 45.82%
- Hardcopy Brochure: 45.31%
- Friend/Colleague: 42.66%
- State Associations: 40.54%
- APA CEP Website: 39.54%
- Google Search: 38.46%
- APA CESA Website: 21.37%
- Mail/Email: 2.66%
- APA-Approved Sponsor: 1.06%
- Division: 0.48%
- Other: 5.87%

n = 6,495; respondents chose all that applied
LEARNING EXPERIENCES THAT MAXIMIZE DEVELOPMENT

- Lecture/Presentation: 20.31%
- Workshop: 12.54%
- Training/Certification: 12.08%
- Case Discussion/Demonstration: 8.45%
- Conference/Convention: 8.25%
- Online Career Training: 7.99%
- Clinical or Instructional Exercise: 5.24%
- Interactive: 3.81%
- Mentoring/Study Group/Discussion: 3.41%
- Expert: 3.27%
- Literature: 2.93%
- Video/Audio: 2.85%
- Business Training: 1.95%
- Integrative: 1.69%
- None: 1.79%
- Empirical: 1.24%
- Homestudy: 0.74%
- CE: 0.44%

n = 4,229
LLL NEEDS OF APA MEMBERS: AREAS FOR DEVELOPMENT

CE Offerings
- Programs: 37.49%
- Formats: 11.34%

Characteristics
- Quality/Content: 9.92%
- Cost: 8.21%
- Accessibility: 7.25%
- Relevance: 3.38%

Other
- CE Not (Yet) Applicable: 16.41%
- CE Database: 1.83%
- CE Systems: 1.23%

Satisfaction
- Needs Fully Met: 6.27%

n=3,671
<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CE Offerings</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs</td>
<td></td>
<td>Requests for specific programs or topics</td>
<td>1. “Learning about new counseling strategies for behavior management”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “APA does not provide much in terms of useful CE for neuropsychology”</td>
</tr>
<tr>
<td>Formats</td>
<td></td>
<td>Requests for programs in specific formats or mediums</td>
<td>1. “1/2 day live local workshops”</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of CE Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality/Content</td>
<td></td>
<td>Comments on overall quality and suggestions about additional or revised content</td>
<td>1. “Cohesive programming that allows development to continue from introduction to expertise; in-depth learning vs. survey”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “More demonstrations of skills, concrete descriptions of use of models, etc.”</td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td>Comments on cost/expense of CE</td>
<td>1. “Access to affordable CEs”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “As a doctoral student, the cost of many CE programs is far too high, making it unaffordable to do”</td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
<td>Factors that limit access to or involvement in CE programs</td>
<td>1. “More opportunity for homestudy for those who are disabled and it is hard to travel”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “Scheduled during evening hours so doesn’t conflict with work or parenting young children”</td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
<td>Remarks about relevance of CE to specific field of psychology or career stage of individual; applicability of CE material to career</td>
<td>1. “Honestly, I'm a social psychologist and this is geared toward clinical. As is most of the APA.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “It's hard to find CE that is at the right level for this stage of my career - at least moderate to advanced level. So much seems introductory.”</td>
</tr>
<tr>
<td>Category</td>
<td>Code</td>
<td>Definition</td>
<td>Example</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Peer Forums</td>
<td>Suggestions for incorporating social/peer-focused component into CE (e.g., online forums, physical or virtual small groups, mentoring, supervision, case consultation)</td>
<td>1. “A collegial forum for discussion of cases/professional issues in an online format could be helpful”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “Virtual study groups would be an interesting idea to consider”</td>
</tr>
<tr>
<td><strong>CE Database</strong></td>
<td></td>
<td>Requests for database containing schedule/catalog of CE (e.g., filters by topic, location, or format)</td>
<td>1. “A better consolidated clearinghouse where CE options can be found”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “More streamlined access to available options that are more tailored to my needs”</td>
</tr>
<tr>
<td><strong>CE Systems</strong></td>
<td></td>
<td>Comments on recording, processing, and acceptance of various forms of CE</td>
<td>1. “Some state licensing boards (e.g., MD &amp; VA) discriminate against home study by placing caps on the number of CEU's that can be earned this way. I find this format to be more in-depth and useful and would be pleased to see APA address this in some fashion.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “An easier method of tracking CEs and reporting them to the board”</td>
</tr>
<tr>
<td><strong>CE Not (Yet) Applicable</strong></td>
<td></td>
<td>Responses that are not applicable</td>
<td>1. “Again, I have yet to have a CE learning experience as they are not required by my state”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “As a newly licensed psychologist, I'm not sure yet”</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td>Responses that cannot be categorized</td>
<td>1. “It seems just a money making endeavor for APA”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “I'm finding what I need in professional organizations outside of apa”</td>
</tr>
<tr>
<td><strong>Satisfaction</strong></td>
<td>Needs Fully Met</td>
<td>Responses that indicate satisfaction with current CE offerings</td>
<td>1. “Everything I want or need is available”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. “Have been satisfied”</td>
</tr>
</tbody>
</table>
COMPARISONS ACROSS CAREER GROUPS
LIMITATIONS RELATED TO PARTICIPATION IN CE

10 Years or Less
- Least concern with poor instructors (44.16%)
- Least concern with relevance (59.69%)
- Most concern with cost (75.04%)

11-20 Years
- Some concern with poor instructors (55.90%)
- Some concern with relevance (69.51%)
- Some concern with cost (59.45%)

21 Years or More
- Most concern with poor instructors (68.98%)
- Most concern with relevance (72.89%)
- Least concern with cost (49.98%)

Consistencies across Groups
- Relevance to professional work is rated a high barrier across career groups
- Anticipated attendee size is rated a low barrier across career groups

1 Derived from responses of 4 or 5 on 5-pt. scale (1=low barrier, 5=high barrier; see Slide 13 – Limiting Factors in CE Program Engagement)
2 Response of 5 on 5-pt.scale
3 Response of 1 on 5-pt. scale
PREFERENCE FOR TEACHING FORMATS

10 Years or Less
- Most interest in demonstrations (87.415%)
- Most interest in participant role play (52.21%)
- Most interest in clinical/instructional exercise (66.80%)
- Least interest in video clips (66.59%)

11-20 Years
- Some interest in demonstrations (82.15%)
- Some interest in participant role play (39.86%)
- Some interest in clinical/instructional exercise (57.73%)
- Most interest in video clips (74.98%)

21 Years or More
- Least interest in demonstrations (77.00%)
- Less interest in participant role play (34.72%)
- Least interest in clinical/instructional exercise (48.85%)
- Some interest in video clips (69.38%)

Consistencies across Groups
- Highest interest in case illustrations/examples (85.20-90.65%) and lectures/presentations (79.57-81.29%)
- Lowest interest in participant break-out groups (23.66-35.02%)
## ATTENDANCE PATTERNS

<table>
<thead>
<tr>
<th>10 Years or Less</th>
<th>11-20 Years</th>
<th>21 Years or More</th>
<th>Consistencies across Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least participation (8.15%) in Independent Study programs</td>
<td>Some participation in Independent Study programs (25.88%)</td>
<td>Most participation in Independent Study programs (32.52%)</td>
<td>The two most popular forms of IS (publication-based programs and video on-demand, respectively) consistent across all career groups</td>
</tr>
<tr>
<td>Least participation in CE sessions offered at APA Convention (8.12%)</td>
<td>Some participation in CE sessions offered at APA Convention (13.57%)</td>
<td>Most participation in CE sessions offered at APA Convention (14.39%)</td>
<td>Attendance of APA Convention consistent across age groups (between 22 and 23%)</td>
</tr>
</tbody>
</table>
REFLECTIONS AND ANTICIPATIONS
### STRENGTHS

#### Satisfaction of members:
- 69.6% of respondents indicated that CE at least “moderately” met their needs

#### New CE offerings:
- 5 free CE programs now offered in APA’s *Monitor on Psychology*
- 5-part free substance abuse teleconference
- Increase in online offerings
- Increased programming on telepsychology and integrating technology into practice
- Increased alignment between CE offerings and needs of APA members

#### List of CE offerings:
- List of APA’s CE programs by topic, type, and credit [here](#)
- Annual catalog of all of APA’s Independent Study (IS) programs available [online](#)
KEY AREAS FOR DEVELOPMENT

- **Cost & Accessibility**
  - Cost (8.21%) and accessibility (7.25%) listed as fourth and fifth most common LLL needs
  - 68% of respondents ranked accessibility as a high or very high factor in limiting CE program engagement
  - 63% of respondents ranked cost as a high or very high factor in limiting CE program engagement

  ➢ **How are we addressing?** Increased free and online offerings

- **Communication**
  - 79% of respondents requested quarterly or monthly communication from the CEP Office regarding: programs by format, promotions/discounts, schedules, and other topics
  - 52% of resources utilized in respondents’ CE search were digital

  ➢ **How are we addressing?** A new email notification system (launched in 2016) including:
    - Updates on new programs (live and IS)
    - Notifications about upcoming webcasts
    - Information regarding convention workshops and sessions

---

1. Slide 29 – LLL Needs of APA Members: Areas for Development (open-ended prompt)
2. Slide 13 – Limiting Factors in CE Program Engagement (5-pt. scale)
3. Slide 25 – Desired Frequency of Communication from CEP Office (multiple choice)
4. Slide 27 – Resources Utilized in Search for CE Programs (select all that apply)
Relevance & Quality of Current CE

- Overall quality and additional/revised content (9.92%) were ranked the third highest LLL need.¹
- Relevance of CE to specific fields of psychology or career stages of respondents (3.38%) was ranked the sixth highest LLL need.¹
- 77.5% of respondents ranked having a good instructor as an important or very important factor in signing up for CE.²
- 89.2% of respondents ranked relevance to professional work as an important or very important factor in signing up for CE.²

Peer Support

- The creation of some type of peer forum (2.07%) was the ninth highest LLL need.¹
- “Mentoring/study group/discussion” (3.81%) was ranked the fifth highest learning experience for maximizing development.³
- Suggestions included: online forums, physical or virtual small groups, mentoring, supervision, case consultation, and others.⁴

¹Slide 29 – LLL Needs of APA Members: Areas for Development (open-ended prompt)
²Slide 12 – Importance of Factors in Signing up for CE Programs (5-pt. scale)
³Slide 28 – Learning Experiences that Maximize Development (open-ended prompt)
⁴Slide 31 – Areas for Development: Codebook (open-ended prompt)
AREAS FOR DEVELOPMENT: CE PROGRAMS BY TOPIC

Alignment of Offerings and Interest by Topic

Current APA offerings were taken from the CEP website’s catalog and classification system, so while programs on a specific topic might exist, they would not necessarily be reflected in this graph. Topics of Interest were taken from slides 22-24.

1Current APA offerings were taken from the CEP website’s catalog and classification system, so while programs on a specific topic might exist, they would not necessarily be reflected in this graph. Topics of Interest were taken from slides 22-24.
While respondents did express more interest in live formats (e.g., lectures, workshops) than IS and homestudy formats (e.g., digital media, publication-based programs), the increased accessibility and lower cost of these formats can increase program engagement.

Publication-based programs are the most utilized IS format across career groups, followed by video on-demand programs.

**Alignment of Offerings and Interest by Format**

<table>
<thead>
<tr>
<th>Format</th>
<th>Preferred Format</th>
<th>Current APA Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live workshops, seminars, and lectures</td>
<td>59.34%</td>
<td>18.70%</td>
</tr>
<tr>
<td>Digital media (webcasts, online</td>
<td>46.90%</td>
<td>30.67%</td>
</tr>
<tr>
<td>programs, video on demand)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication-based programs (articles,</td>
<td>50.62%</td>
<td></td>
</tr>
<tr>
<td>books, magazines, and newsletters)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1Preferred formats taken from Slide 15 – Preference of CE Delivery Methods; current offerings taken from CFP website
2Slide 13 – Limiting Factors in CE Program Engagement
3Slide 35 – Attendance Patterns
FUTURE ACTION

Experiential CE Track
• Series of experiential workshops\(^1\) will be offered at 2017 APA Convention

Collaboration with ADA
• New certification program in behavioral health for diabetes
• In collaboration with American Diabetic Association
• Will launch in Sept. 2017

New online CE course
• Development of new nine-hour online course
• Integration of technology into practice
• Will launch in Sept. 2017

New interactive online CE course
• Development of new six-part interactive online course
• Development of scientific careers
• Will launch in Fall 2017

\(^1\)Experiential workshops are designed to provide participant-centered, immersive training experiences that actively engage participants in learning activities
THANK YOU!