



Society of Consulting Psychology Continuing Education Eligibility Checklist

Thank you for considering submitting/offering a CE eligible proposal/program. The following list (below) has been developed by the Society of Consulting Psychology's Continuing Education (CE) Committee to assist you with developing your Continuing Education proposal's/program's written learning objectives and complying with other requirements pertaining to CE eligibility. It has been written to supplement the additional pages, which represent Appendices of the APA CESA Application. It is our hope that by using these documents, your proposed program and learning objectives will more closely conform to the American Psychological Association's (APA's) CE proposal requirements.

If you have any questions, please do not hesitate to contact the current CE Co-Chairs: Adam Feiner, Psy.D., M.B.A. at ajfeiner@gmail.com and Lori LaCivita, Ph.D. at Lori.LaCivita@waldenu.edu.

Those wishing to read more about APA's CE Sponsor Requirements or about other helpful resources which form the basis for the information below may do so here: <https://www.apa.org/ed/sponsor/resources/approval-standards.pdf> and here: <https://www.apa.org/ed/sponsor/resources>

General Points:

- The proposal/program adheres to APA's definition of continuing education in psychology, which is defined as an ongoing process consisting of formal learning activities that are (1) relevant to psychological practice, education and science, (2) enable psychologists to keep pace with emerging issues and technologies, and (3) allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
- If the proposal/program addresses the personal or professional well-being and development of the psychologist, be specific about how is this addressed. (While it is hoped that CE programs will help psychologists achieve their personal and professional goals, programs where this is the focus must clearly explain how this clearly meets the above definition of CE in psychology to be considered for CE eligibility. In general, sessions focused on the attendee's personal or professional well-being will not be eligible for CEs unless they meet the above definition and satisfy a criteria described under "**Standard D**," below (e.g., a focus on ethics in the practice of consulting psychology).
- Determination of eligibility is not made on the basis of topic alone. The responsibility is on the applicant to adequately establish the bridge between program content and the elements of the criteria. Is this bridge clearly articulated?
- The proposal/program clearly articulates the "Intent". Specifically will the intent help psychologists serve the public and enhance the profession?
- The proposal/program is clearly understood as building on a doctoral degree in psychology.
- The proposal/program is creditable (e.g., theoretically, empirically; accepted conventional practice) OR addresses legal, ethical, or regulatory professional standards. (This is described in greater detail below regarding "**Standard D**."
- In general, there should be no more than three presenters for a 90-minute presentation and four presenters for a 2-hour presentation.

The Learning Outcomes / Objectives:

Proposals/programs must have clearly stated learning objectives that are relevant to psychological practice, theory, and method for doctoral level psychologists.

Three to four learning objectives are recommended for sessions from 1-4 hours; 4 - 5 learning objectives for a 5-6 hr session, and 5-6 learning objectives for a 7-8 hr session.

Clearly identify what **knowledge, skills, and/or abilities** (i.e., **KSAs**) participants can hope to gain upon successful completion of the proposal/program.

Be SPECIFIC, outcomes should be *measurable*. Quantify all learning objectives by including numbers where applicable such as: “Participants will be able to identify **three** coaching skills for maximum client growth and development.”

Precisely describe what a particular activity/component of the proposal/program is designed to achieve.

Learning outcomes have three distinguishing elements.

The specified action by the participants must be observable.

The specified action by the participants must be measurable.

The specified action must be done by the participants.

Can the outcome taken by the participants be assessed? If not, the outcome probably does not meet the necessary criteria.

Learning outcomes contain three components. Be sure each learning objective answers each of the following questions:

Who is to perform/carry out the specified action?

What action are they going to take?

What result will come from their action?

Writing Behavioral Learning Objectives and Assessments*

Learning objectives, or learning outcomes, are 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.

Learning objectives must be *observable and measurable*.

Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable [i.e., quantifiable] behaviors

Verbs to consider when writing learning objectives:

list, describe, recite, write
 compute, discuss, explain, predict
 apply, demonstrate, prepare, use
 analyze, design, select, utilize
 compile, create, plan, revise
 assess, compare, rate, critique

Verbs to avoid when writing learning objectives

know, understand
 learn, appreciate
 become aware of, become familiar with

Learning objectives for Division 13 should be written in a quantifiable manner that allows participants to indicate whether the participants to evaluate on a 1 to 5 scale whether they learned what you planned to teach them.

Example of well-written learning objectives:

Based on the content of the workshop, I am able to:

1. Describe at least two theoretical approaches to group facilitation;
2. Employ at least two techniques to refocus a facilitated group discussion when it begins to move off task;
3. Explain three ways that virtual facilitation differs from in-person facilitation;
4. Demonstrate one technique for doing a process check during a webinar;
5. State that I had the opportunity to practice at least one facilitation technique during the workshop.

* Adapted from APA CESA Application with content and examples modified for Div. 13 purposes.

Further Illustrative Learning Objectives*

Title: *Succeeding in a Consulting Career*

At the conclusion of this program, participants will be able to:

Insufficient Learning Objectives

1. identify the advantages in advancing one's career of having an evidence based consulting practice
2. manage the complexities of scheduling practicum students, interns, supervisees and other helpers
3. negotiate the ins and outs of getting publications and grants
4. discharge consulting obligations while still having time to write
5. increase chances for retention, tenure, and promotion through understanding consulting firm / organization policies and the administrative structure

Acceptable learning objectives

1. identify three practical applications that benefit clients from employing evidenced based consulting practices
2. identify three relevant ethical codes associated with the supervision of practicum students, interns, and supervisees
3. describe three regulatory and ethical factors from the APA Ethical Principles of Psychologists and Code of Conduct that apply to publication and grant writing with colleagues or students
4. apply three appropriate consulting skills for maximal client growth
5. use an understanding of consulting form / organization policies and the administrative structure to describe how to create three instances of more efficient consulting products and services that will best serve clients

Note: Insufficient learning objectives identify the advantages that might accrue to the individual consultant, but fail to link these to improved services and the broader regulatory, ethical or professional issues that might also serve broader constituents within this context. By contrast, the acceptable learning objectives effectively tie the knowledge gains associated with this program to the effective functioning of the students and the clients associated with the consultant's functioning, and highlight the professional and scientific gains that would be expected to accrue as a result.

Further Requirements for CE Sessions Relevant to Presenters *

APA Rationale: The content of continuing education is the crucial component intended to maintain, develop, and increase conceptual and applied competencies that are relevant to psychological practice, education, and science. As such, all CE programs offered for CE credit for psychologists must be grounded in an evidence-based approach. CE programs that are focused on application of psychological assessment and/or intervention methods must include content that is credibly supported by the most current scientific evidence. CE programs may also provide information related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

* Adapted from APA CESA Application with content and examples modified for Div. 13 purposes.

To meet the above rationale, CE Session presenters must identify the Criterion (referred to as "**Standard D**," into which his, her, or their proposed session best fits. While presenters are not prohibited from selecting more than one area, SCP strongly encourages presenters to limit themselves to only one area of focus. (See Appendix 4 for additional information regarding Standard D criteria.)

___ Criterion 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 communications devoted primarily to the promotion of the approach.

___ Criterion 1.2 Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

___ Criterion 1.3 Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Presenters are required to briefly describe how their program content meets the specified criterion.

Presenters are required to provide at least 3 current literature references for each proposed session. (See Appendix 6 below for additional details about references.)

Although presenters are not required to be psychologists, SCP is required to ensure that all presenters of CE sessions are properly qualified and have sufficient experience with their given topic area. As a result, each presenter is required to provide SCP with a copy of his or her CV/Resume for review by the CE Committee.

Presenters must include statements during the CE Session that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

Presenters should clearly describe any commercial support for the CE program, presentation, or instructor to program participants at the time the CE program begins. Any other relationships that could be reasonably construed as a conflict of interest also must be disclosed at the time the CE program begins. SCP is also required to identify the presence or absence of any potential conflicts of interest or commercial support in the programming and advertising material for each CE session so that potential participants are made aware of this prior to attending the session, in addition to being informed by the presenter at the start of the session.

In order to ensure adherence to APA's requirements for CE eligibility, questions concerning much of the above will be included in attendees' post-session evaluations (e.g., whether or not the presenter disclosed any possible conflicts of interest at the beginning of their sessions). This feedback will be used, in part, when reviewing future proposals for CE eligibility.

APPENDIX 4:
STANDARD D: Expanded Definitions and Detail for Criterion 1.1 to 1.3. *

Criterion D 1 needs to be satisfied in one or more of the following three ways. Although any given program may utilize two or more of these criteria, only one is required. Programs are not advantaged by selecting more than one of the three criteria to satisfy Criterion D 1. All three criteria (1.1, 1.2, and 1.3) are designed to satisfy Criterion D 1 in qualitatively different ways..

Criterion 1.1 reflects program content that has been subjected to mechanisms of external professional peer review. This content can extend beyond empirical research (cf. Criterion 1.3) and may include theoretical, conceptual, case studies or secondary research reviews. Criterion 1.1 emphasizes the acceptability of program content based on peer review in journals, professional conferences, or venues of independent review that support the relevance and acceptability of program content for the discipline of psychology. As an example, a program focused on a new theoretical development concerning borderline personality disorder might use Criterion 1.1 to satisfy Criteria D 1 by citing peer reviewed publications (not necessarily empirical) or presentations that support this program content.

Criterion 1.2 reflects program content that pertains to ethical, professional or regulatory developments relevant to the discipline of psychology. As an example, Criterion 1.2 might be used to satisfy Criterion D 1 in relation to a program that emphasizes the personal or legal risks and risk management associated with working with individuals with borderline personality disorders.

Criterion 1.3 reflects program content that has been subjected to accepted research practices within psychology and has satisfied broader scientific scrutiny within the field. The emphasis of Criterion 1.3 is placed on the application of sound methodological practices and the availability of scientific support for the program content. As an example, a program focused on a new instrument for assessing, or a new intervention for treating, borderline personality disorder might use Criterion 1.3 to satisfy Criterion D 1 by clearly describing empirical work or citing published research that supports the validity of the program content.

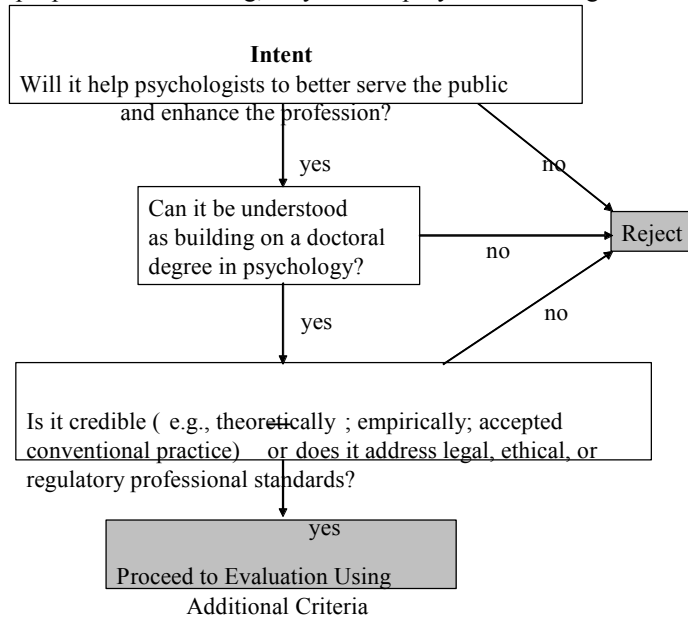
*Source: APA CESA Application

APPENDIX 5:

STANDARD D: Criteria and Processes for Determining Program CE-Eligibility*

Acceptable programs must adhere to the definition of continuing education in that they improve service to the public and enhance contributions to the profession. Programs that address the personal or professional well-being of the psychologist must also demonstrate how they meet the above definition. Determination of eligibility is not made on the basis of topic alone. The responsibility is on the applicant to adequately establish the bridge between program content and the elements of the criteria. The more distant a topic appears from core disciplinary knowledge, the greater the responsibility of the sponsor to demonstrate the connection to improvement of services to the public and contributions to the profession.

The CE Committee will use the *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists* to evaluate proposals. In so doing, they will employ the following evaluative steps:



ILLUSTRATIVE EXAMPLE: BUILDING YOUR PRACTICE

Insufficient learning objectives

- Compare advantages and disadvantages of buying versus renting office space
- Learn to read a financial report
- Maximize income from managed care
- Develop successful strategies for locating sublettors for office space
- Maximize case load through successful marketing
- Design promotions to attract the self-pay clientele

Acceptable learning objectives

- Identify the professional, legal and ethical issues related to buying versus renting office space
- List three regulatory issues concerning electronic medical records and billing systems
- Negotiate contracts for managed care services which maximize patient care
- Analyze and minimize confidentiality concerns involving shared office space
- Create ethically sound marketing tools and techniques
- Provide effective client advocacy to third party payers

Note: Insufficient learning objectives successfully articulate the advantages that might accrue to the practitioner, but do not extend these to underscore their value to the clients or the broader society that may follow from the knowledge gains associated with this program. Acceptable learning objectives, by comparison, clearly identify the broader contributions that might support the welfare of the consumer and the society by addressing ethical and regulatory implications associated with successful business practice.

*Source: APA CESA Application

APPENDIX 6:
STANDARD D: Sample Response to D.1 – Course Content Requiring Citations *

D.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 communications devoted primarily to the promotion of the approach

This criterion cannot be met by referencing books, chapters, monographs, or web-publications that are not demonstrably peer-reviewed. Reliance on non-mainstream journals of limited circulation must be supported by evidence that standard blind-review procedures are followed (i.e., in which the identity of peer reviewers is not known to the study authors, and identity of the study authors is not known to the peer reviewers). There must be a clear linkage between the research cited and the program content. For example, simply listing a journal article on a broad or related issue is unacceptable until and unless the applicant specifically documents how the referenced research is relevant to the specific program content. It is not acceptable to assert that the program content has been included in peer-reviewed publications without providing specific references that are currently available to reviewers and support that assertion. Providing an abstract that shows the relevant linkage or quoting from the conclusions section may be helpful in some circumstances, but doing so will rarely be sufficient without further explanation in the narrative provided for the relevant program. It will rarely be necessary to provide full copies of journal articles or book chapters unless the reference is obscure or otherwise difficult to obtain (such as a government technical report). Evidence will be considered insufficient for this criterion if an applicant only cites references authored by the originators or proponents of a particular theoretical position, technique, or position. Applicants are strongly encouraged to construct clearly an intellectual bridge in their narrative between the content of the program and the references used to provide evidence in support of it.

Examples of appropriate references:

American Psychological Association, Task Force on Evidence-Based Practice with Children and Adolescents. (2008). Disseminating evidence-based practice for children and adolescents: A systems approach to enhancing care. Retrieved from <http://www.apa.org/pi/cyf/evidence.html>.

Smith, J.G., Robertson, L.M., & Jones, K.V. (2011). Examining the neuropsychosocial correlates of conduct disturbance in urban adolescents. National Institute of Health (Funded at \$100,000).

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). Your guide to lowering blood pressure. (NIH Publication No. 03-5232). Retrieved from http://www.nhlbi.nih.gov/health/public/heart/hbp/hbp_low/hbp_low.pdf

D.1.2. Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research

In order to meet this criterion, the program content must be primarily focused on the topics listed. It is not sufficient to respond that the program fulfills this requirement simply because a mention of concern for ethical practice will be included in the presentation. The general expectation is that programs meeting this criterion will include specific content, as evidenced by learning objectives, addressing ethical issues particularly relevant to the topic under consideration or entirely devoted to ethical, legal, statutory, or regulatory concerns. At least three references must be explicitly linked to the program content. References that provide an overview of the entire APA ethics code (e.g., Knapp, 2011) cannot be used as the only references providing evidence for criterion D.1.2.

As an example, a program focusing on providing training regarding ethical issues involved in working with religious/spiritual issues in psychotherapy could be supported by references to works by the American

Psychological Association (2007), chapter 10 of Frame (2003), Hathaway (2011), Knapp, Lemoncelli, and Vandecreek (2010), chapter 7 of Richards and Bergin (2005), and Tjeltveit (2011).

Examples of appropriate references:

American Psychological Association Council of Representatives. (2007). Resolution on religious, religion-based and/or religion-derived prejudice. Washington, DC: Author.

Frame, M. W. (2003). Integrating religion and spirituality into counseling: A comprehensive approach. Pacific Grove, CA: Brooks/Cole.

Hathaway, W. L. (2011). Ethical guidelines for using spiritually oriented interventions. In J. D. Aten, M. R. McMinn, & E. L. Worthington, Jr. (Eds.), Spiritually oriented interventions for counseling and psychotherapy (pp. 65-81). Washington, DC: American Psychological Association.

Knapp, S. J. (Ed.). (2011). APA handbook of ethics in psychology (Vols. 1-2). Washington, DC: American Psychological Association.

Knapp, S., Lemoncelli, J., & Vandecreek, L. (2010). Ethical responses when patients' religious beliefs appear to harm their well-being. Professional Psychology: Research and Practice, 41, 405-412. Richards, P. S., & Bergin, A. E. (2005). A spiritual strategy for counseling and psychotherapy (2nd ed.). Washington, DC: American Psychological Association.

Tjeltveit, A. C. (2011). Religion, spirituality, and mental health. In S. J. Knapp (Ed.-in-Chief), M. C. Gottlieb, & L. D. VandeCreek (Assoc. Eds.), APA handbooks in psychology: APA handbook of ethics in psychology (Vol. 1, pp. 279-294). Washington, DC: American Psychological Association.

D.1.3. Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures

Sufficient evidence to meet this standard may require substantial accumulation of information. In some cases, the evidence relevant to this criterion will overlap that relevant for D.1.1. If applicants seek to show that the content has been supported using established research procedures and scientific scrutiny, applicants must provide specifics of the research, how it was conducted, by whom, under what controls, and with what level of review. For purposes of responding to this criterion, "established procedures" include, among others, linking the research to the relevant nomological and theoretical network and development of testable hypotheses, appropriate research design, review by an IRB, use of appropriate and established scientific methods, and careful and full reporting of methods and results.

Examples of appropriate references:

Barlow, D. H. (2008). Clinical handbook of psychological disorders: A step-by-step treatment manual (4th ed.). New York, NY: Guilford.

Butler, A. C., Chapman, J. E., Forman, E. M., & Beck, A. T. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. Clinical Psychology Review, 26, 17-31.

Fisher, J. E., & O'Donohue, W. T. (2006). Practitioner's guide to evidence-based psychotherapy. New York, NY: Springer. Mitte K. (2005). Meta-analysis of cognitive-behavioral treatments for generalized anxiety disorder: A comparison with pharmacotherapy. Psychological Bulletin, 131, 785-795.