



APA Division 22 Continuing Education Committee Information for Conference Planners

1. Our 2019 sponsor costs are listed below (payable to APA Division 22 at time of contract or in annual installments). Pricing depends on the total number of CE awarded and is outlined below
2. **Sponsor Fee for Program evaluation** (payable to *APA Division 22*).

Fee Programs	*No Fee Programs
\$1500 Conference (10+ hours)	\$750 Conference (10+ hours)
\$1000 Conference (5-10 hours)	\$500 Conference (5-10 hours)
\$600/yr Distance Education	\$300/yr Distance Education
\$500 Workshops (3-4 hours)	\$250 Workshops (3-4 hours)
\$100 Workshops (1-2 hours)	\$50 Workshops (1-2 hours)

There is a \$50 CE application charge

Remit payment to APA Division 22 (Tax ID number is 52-1564014)—please email Kimberly.gorgens@du.edu if you would like an invoice.

c/o APA Division 22 Treasurer
Kimberley Monden, Ph.D., Research Department
Craig Hospital
3425 S Clarkson St
Englewood, CO 80113
kmonden@craighospital.org
(303) 789-8562

3. In August of every year our office composes a report for APA using the data you provide
 - a. The number of psychologist attendees and non-psychologist attendees
 - b. Copies of all promotional material
4. All sessions offering APA continuing education credits (CE's) must feature detailed learning objectives on the evaluation forms and those forms must be completed by participants for credit
 - a. Poster sessions and sessions under 15 minutes are not eligible for CE credit
5. Content for ongoing events (e.g. repeating lecture series, distance education) will be reviewed every 6 months.

* refers to programs that are FREE to attendees/participants and not to the tax status of the host organization

6. Planning your conference

- a. Review the CE sponsorship materials provided by the APA Division 22 Continuing Education Committee
 - i. Questions to CE Committee Chair, Dr. Kim Gorgens, at 303-871-4160 or kimberly.gorgens@du.edu
 - ii. Sign, date and return one copy of this policy to Dr. Kim Gorgens at 303-871-4220 (fax) or kimberly.gorgens@du.edu
 - iii. Confirm your grievance and attendance policies
- b. Credential conference speakers as expert in their field
- c. Ask speakers to prepare learning objectives for review
 - i. See final page of this document for directions on how to prepare suitable learning objectives
 - ii. Include at least 3 recent citations to relevant literature to support the content's contribution to the practice of psychology
 - iii. Submit all learning objectives and proposed schedule to Dr. Kim Gorgens at 303-871-4220 (fax) or kimberly.gorgens@du.edu
- d. The Continuing Education committee will review the learning objectives and everything relevant to rehabilitation psychology will count towards the total APA approved CE available
 - i. Content for distance education programs must reviewed on an annual basis.
- e. All advertising (and certificates) must include the Division 22 logo (below) and this language **“This Conference is approved for XX hours of continuing education. APA Division 22 (Rehabilitation Psychology) is approved by the American Psychological Association to sponsor continuing education for psychologists. APA Division 22 maintains responsibility for this program and its content. For more information about Division 22 or to inquire about membership, please visit www.div22.org.”**



7. During the conference

- a. You can design your own check-in/check-out/proctor process but it must ensure and document the attendance of each participant for CE credit
- b. All sessions offering APA CE's must be evaluated by each attendee (e.g. how well each learning objectives was achieved).

- i. Participants must complete the evaluation form to receive CE credit
- ii. Generic evaluation forms or forms that require participants to input learning objectives are not acceptable
- iii. Every evaluation form must include the following two questions:

How much did you learn as a result of this CE program?
 (1 - Very Little - 2 - 3 - 4 - 5 - Great deal)

How useful was the content of this CE program for your practice or other professional development?
 (1 - Not useful - 2 - 3 - 4 - 5 - Extremely useful)

8. After your conference

- a. At the end of the conference a certificate should be produced with the total hours [along with specialized content like ethics, psychopharmacology, diversity, etc. specified within the total] and the text **“This Conference is approved for XX hours of continuing education. APA Division 22 (Rehabilitation Psychology) is approved by the American Psychological Association to sponsor continuing education for psychologists. APA Division 22 maintains responsibility for this program and its content.”**
- b. You must keep a record of each attendee’s total CE for a period of 3 years
- c. Please send a brief report including the number of psychologists AND non-psychologist attendees and electronic copies of ALL promotional materials to Dr. Kim Gorgens at 303-871-4220 (fax) or kimberly.gorgens@du.edu.
- d. You should securely maintain all speaker CV’s/disclosures, learning objectives and completed evaluation forms/data for five years.

The undersigned agrees to the CE policies outlined in this document.

 Name/Title

 Conference/Date

 Today’s Date

 APA Division 22 CE Committee Member

 Date

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 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
- Objective learning assessments should be written in a manner that determines whether participants learned what was taught. The evaluation (or learning assessment) should be based on the stated learning objectives of the program.
- Acceptable learning objectives effectively tie the knowledge gains associated with your program to the functioning of the attendees and highlight the professional and scientific gains that would be expected to accrue as a result of the program.
 - Example of well-written learning objectives:

This workshop is designed to help you:

- Summarize basic hypnosis theory and technique;
- Observe demonstrations of hypnotic technique and phenomena;
- Recognize differences between acute and chronic pain;
- Utilize hypnosis in controlling acute pain;
- Apply post-hypnotic suggestions to chronic pain; and
- Practice hypnotic technique in dyads.

- Insufficient learning objectives fail to link the content to the broader scientific, ethical or professional issues that are relevant to attendees.
 - Example of insufficient learning objectives:

"Succeeding in an Academic Career"

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

- identify the advantages in advancing one's career of having a systematic research program
 - manage the complexities of scheduling research assistants, supervisees and other helpers
 - negotiate the ins and outs of getting publications and grants
 - discharge advising obligations while still having time to write
 - increase chances for retention, tenure and promotion through understanding academic policies and the administrative structure
- Revised to acceptable learning objectives
 - identify the practical applications for teaching effectiveness of building a systematic research program
 - identify relevant ethical codes associated with research, clinical or academic supervision with students
 - negotiate the regulatory and ethical information regarding publication and grant writing with colleagues or students
 - apply appropriate mentoring skills for maximal student growth
 - use an understanding of academic policies and the administrative structure to create more efficient classrooms and labs