



Division 39 Continuing Education Program Handbook

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Thank you for your willingness to coordinate continuing education events for your local chapter, section or committee. In accordance with Division 39's commitment to provide quality education for its members and their communities, your efforts help ensure that psychoanalytic/psychodynamic thought and practice remain alive and well.

This Handbook (with "Quick Check") provides an overview of the processes and procedures involved in sponsoring CE programs, including a description of the documentation that is required for each event. The Handbook also includes sample forms for each of the required (or suggested) documents involved in the CE process.

These samples incorporate each of the elements required by the American Psychological Association and serve as templates which may be tailored to suit the needs of your local chapter, section, or committee. The Handbook closes with a "Quick Check" that provides an essentials-only checklist of the requirements for CE documentation and reporting.

Please conscientiously read and integrate these guidelines into your continuing education program planning and documentation. Then, assist your local organization in the preparation of these forms, enjoy enriching educational programs, and electronically submit the required follow-up documentation on a regular basis.

**To begin, please read, print, and sign
the CE Coordinator statement (page 3) to the
Division 39 Continuing Education Committee Chair via email as an
electronic attachment.**

FAX: n/a

Email: div39ce@gmail.com

Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. By adhering to all the standards and criteria for approved sponsors, chapters of Division 39 are permitted to operate under the Division 39 approval status to offer CE programs in communities across the United States.

Each year, local continuing education coordinators are asked to sign the following statement to document their commitment to the standards and criteria of the American Psychological Association for continuing education. Should the signing coordinator be unable to attend a given event sponsored by the local organization, his/her signature on this document reflects his/her commitment to ensure that another individual present at the event is knowledgeable of these guidelines and assumes responsibility for ensuring adherence to them.

CE program coordinators and their designated program hosts will follow all guidelines in the American Psychological Association's *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*. These are summarized and illustrated in the Division 39 Continuing Education Program Handbook, but coordinators should be familiar with the American Psychological Association's *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists, February 2009* (see <http://www.apa.org/ed/sponsor/about/standards/manual.pdf>) as the original source. If and when coordinators/hosts are not able to comply with these standards and criteria, or secure adherence to them by others, they will inform the Division 39 Continuing Education Committee chair who will attempt to resolve the problem(s).

After reviewing the entire Continuing Education Program Handbook, please mail a signed copy of the following statement to the Division 39 Continuing Education Committee chair.

By agreeing to serve as continuing education coordinator, I commit to:

- Follow all guidelines in the American Psychological Association's *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*.
- Communicate regularly with the Division 39 Continuing Education Committee chair and submit CE-related materials in a timely manner.
- Make all reasonable efforts to accommodate special needs upon request, in keeping with Division 39's commitment to accessibility and non-discrimination.
- Work with program presenters to ensure that privacy and confidentiality are honored throughout CE-programs (e.g., by reminding participants, collecting confidential material if needed, keeping doors to public areas closed and other such measures), to anticipate the possibility of stress related to program content and to allow time for participants to process these feelings should the need arise.
- Work with program presenters to ensure that participants are offered information on the scientific or professional basis of the content presented. This is to include the validity and utility of the content and associated materials, the basis of such statements about validity/utility, and the limitations of and risks (severe and most common) associated with the content, if any. This can be done through references that support the content from the scientific or professional literature and/or through the program learning objectives and/or verbally during the activity.
- Work with program presenters to ensure that presenters disclose, in advance, any commercial support (for the program, presenter, or product reviewed) and any other relationship that could reasonably be construed as a conflict of interest.
- Address complaints that may arise concerning any ethical and accommodation issues. If coordinators are not able to address these issues to resolution, the complaint/grievance procedures included in this Handbook should be followed.

Continuing Education Coordinator Name

Local Chapter Name

Signature

Date

Table of Contents:

Continuing Education Procedures and Forms

Types of Continuing Education Program Formats	page 5
Determining if a program is eligible for CE	page 6
Advertising the activity	page 8
During the activity	page 11
After the Activity (What you send to the CE Chair)	page 12
Sample forms	
Activity/Program Brochure	pages 14-15
Sign-in/Attendance Sheet	page 16-17
Evaluation and Learning Assessment Tool	pages 18-21
Certificate of Attendance	page 22
Division 39 Continuing Education Activity Form	page 23
Instructor commitment (Ethics and Scientific Basis)	page 24
Appendix A is the Division 39 Grievance Procedure.	page 25
Appendix B is the relevant section of the American Psychological Association's <i>Ethical Principles</i> , followed by the statement that instructors/presenters must sign.	pages 26-27
Appendix C is the "Quick Check," designed to help coordinators avoid common errors.	pages 27-28

FORMATS FOR EDUCATIONAL PROGRAMS

A number of formats are used successfully in developing educational programs for CE credits. Among the most popular are seminars, lectures, conferences, workshops, and study groups. However, it is important to remember that continuing education programs are defined as structured learning activities that meet certain specific requirements; there are many learning activities that do not, and should not, meet criteria as CE programs. While certain educational programs may be available for continuing education credit, they may not be offered for certification or accreditation of any kind.

For the purposes of reporting to the Division 39 Continuing Education Committee Chair and to the American Psychological Association's Sponsor Approval System, please use the following identifiers on your Division 39 Continuing Education Activity Form:

- A. Workshop:** Any program that lasts less than one week.
- B. Lecture Series:** A program that is more than one week but less than six months in duration.
- C. In-Depth Series:** Any program that lasts longer than six months.
- D. Conference:** A conference where participants are required to attend all components. If continuing education is earned on a session-by-session basis, identify such programs as sessions rather than conferences.
- E. Session:** Individual programs within a conference that do not require full conference attendance.
- F. Co-Sponsored (in addition to one of the above codes):** Co-sponsorship is the mutual planning of an activity by two or more organizations. It is the responsibility of the approved sponsor to ensure that all the standards of the American Psychological Association Sponsor Approval System are met.

DETERMINING IF A PROGRAM IS ELIGIBLE FOR CE

(Also, see the “Quick Check” in Appendix C)

PLANNING AND PREPARING EDUCATIONAL ACTIVITIES

As local chapters consider topics and presenters for potential CE-activities, please keep in mind the following criteria, which describe what constitutes an educational activity (from American Psychological Association’s *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*):

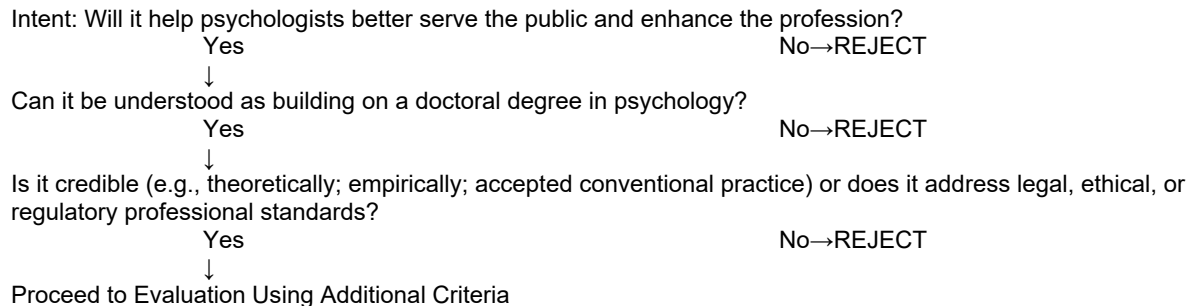
STEP 1.

Criteria and Processes for Determining Proposed Programs’ 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:



STEP 2.

Regarding the third question posted in the above-described decision tree, local chapters must demonstrate that CE-programs are based on evidence-based practices and must include **empirical references from peer-reviewed journals**. To meet this requirement, **AT LEAST ONE** of the following must be true:

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.

Examples of appropriate references:

Hathaway, W. L. (2011). *Ethical guidelines for using spiritually oriented interventions*. In J. D. Aten, M. R. McMinn, & E. L.

Knapp, S. J. (Ed.). (2011). *APA handbook of ethics in psychology* (Vols. 1-2). 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.

ADVERTISING THE ACTIVITY

Before activities are advertised, coordinators are welcome to request that the CE Chair review proposed documents in order to avoid common errors. *You must include the Division 39 CE Chair on local chapter mailing lists (post or email) to allow for continuous review of the information sent to the public regarding continuing education activities.*

Brochures, Announcements, Promotional Material

Prospective participants must be able to obtain the following information prior to registration for any CE program. This is best achieved by including each of the following requirements on brochures, announcements, and promotional material. If each of these elements is not included on promotional material to prospective participants, please include instead some contact source (i.e., phone number, website) through which the information can be obtained.

1. BASIC INFORMATION REQUIRED

- Title of educational event and format of program
- Time (beginning and ending)
The following statement, verbatim, not combined with any other statements:
“Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for this program and its content.”
- Date
- Location/address
- Name **AND** affiliation(s) of presenter; this must include professional degree **AND** the relevant qualifications of the presenter (i.e., current professional position, expertise in program content). Please note that the presenter of a CE-eligible program does not have to be a psychologist. Demonstrated expertise to offer the educational program, rather than degree per se, is the key.
- A description of the target audience (i.e., graduate students, all mental health professionals, psychologists)
- Instructional level of the activity (introductory, intermediate, or advanced)
- Fee
- What is included with fee (i.e., coffee, lunch, snack, handouts), and refund policy (i.e., time frame, contact information)
- Refund policy

2. LEARNING OBJECTIVES (and how to write them)

Specific learning objectives in a list or paragraph form (3-4 objectives for a 4-hour program, 5-6 for a 7-hour program) that clearly define (rather than describe) what the participant will know or be able to do as a result of having attended the activity. Learning objectives must focus on the learner and must be stated in active terms that describe measurable behaviors/outcomes.

Guidelines for Writing Learning Objectives

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, become aware of, become familiar with, appreciate.

Distinguishing Insufficient and Sufficient Learning Objectives (from American Psychological Association's *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists, February 2009*):

For a program entitled, “*Succeeding in an Academic Career*,” the following are **INSUFFICIENT LEARNING OBJECTIVES** which **DO NOT** meet the American Psychological Association’s criteria:

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

1. Identify the advantages in advancing one’s career of having a systematic research program.
2. Manage the complexities of scheduling research assistants, supervisees and other helpers.
3. Negotiate the ins and outs of getting publications and grants.
4. Discharge advising obligations while still having time to write.
5. Increase chances for retention, tenure, and promotion through understanding academic policies and the administrative structure.

The learning objectives listed below, however, are **ACCEPTABLE, SUFFICIENT and DO** meet the American Psychological Association’s criteria:

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

1. Identify the practical applications for teaching effectiveness of building a systematic research program.
2. Identify relevant ethical codes associated with research, clinical, or academic supervision with students.
3. Negotiate the regulatory and ethical information regarding publication and grant writing with colleagues or students.
4. Apply appropriate mentoring skills for maximal student growth.
5. Use an understanding of academic policies and the administrative structure to create more efficient classrooms and labs.

Insufficient learning objectives identify the advantages that might accrue to the individual faculty member, 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 administrative units associated with the faculty’s functioning, and highlight the professional and scientific gains that would be expected to accrue as a result of the program.

Second illustrative example for program entitled “*BUILDING YOUR PRACTICE*”

Insufficient learning objectives	Acceptable learning objectives
· Compare advantages and disadvantages of buying versus renting office space.	· Identify the professional, legal and ethical issues related to buying versus renting office space.
· Learn to read a financial report.	· List three regulatory issues concerning electronic medical records and billing systems.
· Maximize income from managed care.	· Negotiate contracts for managed care services which maximize patient care.
· Develop successful strategies for locating sublettors for office space.	· Analyze and minimize confidentiality concerns involving shared office space.
· Maximize case load through successful marketing.	· Create ethically sound marketing tools and techniques.
· Design promotions to attract the self-pay clientele.	· Provide effective client advocacy to third party payors.

NOTE: Always use the term “credits” – never CE Units, Hours or CEUs. One (1) continuing education credit is available for one (1) hour of instructional time. When calculating instructional time, breaks and mealtimes are NOT included.

4. OTHER REQUIRED STATEMENTS

You must include each of two following statements in your advertising:

(1) This program, when attended in its entirety, is available for ___ continuing education credits. Division 39 is committed to accessibility and non-discrimination in its continuing education activities. Division 39 is also committed to conducting all activities in conformity with the American Psychological Association's Ethical Principles for Psychologists. Participants are asked to be aware of the need for privacy and confidentiality throughout the program. If program content becomes stressful, participants are encouraged to process these feelings during discussion periods. If participants have special needs, we will attempt to accommodate them. Please address questions, concerns and any complaints to _____ (program coordinator's name and number). There is no commercial support for this program nor are there any relationships between the CE Sponsor, presenting organization, presenter, program content, research, grants, or other funding that could reasonably be construed as conflicts of interest. Participants will be informed of the utility/validity of the content/approach discussed (including the basis for the statements about validity/utility), as well as the limitations of the approach and most common (and severe) risks, if any, associated with the program's content.

(2) Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for the program and its content.

If additional advertising is done, such as a yearly syllabus, the information in that document should also include all the above information and should be submitted to the Division 39 CEC chair. Please note that these requirements apply only for announcements/advertising programs as CE-programs. In more general advertising, such as a newsletter article, these criteria need not be included.

DURING THE ACTIVITY

Sign-in and Attendance

All participants must register attendance at the beginning of the activity, attend the entire activity, and submit an Evaluation and Learning Assessment Tool. Participants receive CE credit only when they attend the program in full: 100%. Exceptions to this rule include programs that extend over multiple days or programs that contain alternative ways of making up for missed sessions (i.e., programs that include a Home Study component). In these cases, 100% participation is still the requirement, but a participant who attends 80% of the sessions (live and in-person) may be eligible to do “make-up” work for missed sessions (up to 20% absenteeism). This make-up work could be accomplished by completing the readings reviewed during the missed meetings (or otherwise assigned by the program facilitator or local chapter continuing education coordinator) and writing a reflection on what was learned in relation to the readings and learning objectives. Local chapters may, of course, elect to make attendance requirements within this plan more stringent (i.e., 90% rather than 80%).

Introduction/Conclusion of Activity

Presenters/instructors, during each CE presentation, must describe the accuracy and utility/validity of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

In addition, local chapters and presenters/instructors must clearly describe any commercial support for the CE program to participants at the time the CE program begins. Any other relationship that could be reasonably construed as a conflict of interest also must be disclosed.

These two requirements may seem tedious and unnecessary for the vast majority of CE programs. However, violations of ethical behavior, frequently seen in psychopharmacological CE, have affected the expectations for all sponsors of CE programs. Best to disclose that there is nothing to disclose!

Certificate of Attendance

Participants who complete these requirements (sign-in, attend 100% of the program, **AND** submit a completed Evaluation and Learning Assessment Tool) should be given a Certificate of Attendance that includes the American Psychological Association’s approval statement (#7 above), the title and date(s) of the program, the name/degree of the instructor(s), the start/end times of the event, and the number of continuing education credits awarded. A coordinating member of the local chapter must sign each Certificate of Attendance.

AFTER THE ACTIVITY

The local coordinator must submit via EMAIL or FAX (please do not use regular mail) the following documentation for each CE activity that occurred between July 1st of the following year through June 30th of the present year (i.e. the fiscal year) to the Division 39 CE chair by July 15th of each year:

- One copy of the activity brochure/flyer and all other promotional literature used in advertising the activity (pages 12-13).
- Any additional information that describes the purpose of the activity, prerequisites for the course, qualifications of the instructor(s), etc.
- A legible list of the names, addresses, and degrees of psychologists attending the activity and receiving Certificates of Attendance. If sign-in sheet (pages 19-20) includes addresses, the sign-in may be used for this purpose.
- One copy of the Evaluation and Learning Assessment Tool, which includes the average scores of participants' responses (page 14-17). This feedback should include at least 10 average scores.
- One signed copy of the Certificate of Attendance (page 18).
- CV of instructor(s), including at least 1 research/theory-based references per hour of CE relevant to activity content that were provided to participants.
- Statement signed by instructor(s) regarding commitment to ethical standards/principles, to discussion of risks/benefits/limitations, and to disclosure of commercial support and potential conflicts of interest (page 25).
- A completed Division 39 Continuing Education Activity Form (page 21).

All other documents relating to the event (i.e., original Evaluation and Learning Assessment Tools from participants, sign-in sheets) should be retained by the local chapter coordinator for THREE (3) YEARS. Meanwhile, however, it is essential that the evaluation information be shared regularly with the Board or committee responsible for planning continuing education events.

Sample Brochure, Forms, and Membership Survey

PROGRAM BROCHURE

Appalachian Psychoanalytic Society
A Local Chapter of the Division of Psychoanalysis (39) of the American Psychological Association
Welcoming Mental Health Professionals from All Disciplines
 presents
 a Fall Conference

LEWIS ARON, PH.D., ABPP, presenter
“New Directions in Relational Psychotherapy”
Saturday, October 20, 2007
8:30am to 4:30pm

Rothchild Conference Center
 8807 Kingston Pike Knoxville, Tennessee 37923
 (865) 690-0103

Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for the program and its content.

Schedule

8:30 AM Registration and refreshments
 8:55 AM Welcome and introductions, Robert Albiston, Ph.D.
 9:00 AM Lecture and discussion, Lewis Aron, Ph.D., ABPP: **Birth Narratives & Myths of Origin**
 10:30 AM Break
 10:45 AM Lecture and discussion, continued
 12:00 PM Lunch
 1:00 PM Lecture and discussion, Lewis Aron: **The Emergence of the Relational Tradition in Psychoanalysis**
 3:00 PM Break and Refreshments
 3:15 PM Lecture and discussion, Lewis Aron: **Rethinking Psychotherapy and Psychoanalysis for Our Time**
 4:30 PM Complete evaluations

Educational Objectives

After attending this intermediate-level program in full, participants will be able to:

- 1) Describe the place of fantasy in contemporary analysis and make better use of fantasy in ongoing treatment.
- 2) Describe the particular use of fantasy related to one's origins and birth as well as the dynamic significance of these fantasies in analytic treatment.
- 3) Dissect and interpret the interaction of the patients' and analysts' fantasy systems in treatment.
- 4) Identify and describe two key principles of relational psychotherapy and psychoanalysis.
- 5) Recognize the problems with the classical differentiation of psychotherapy and psychoanalysis and will be able to think about this distinction in new ways.
- 6) Identify at least one limitation of this approach as well as one risk reasonably associated with this approach.

Description of Program: In the morning session, Dr. Aron will elaborate on narratives of one's origin and birth. By following process notes taken on one patient's three consecutive birthdays, Dr. Aron will emphasize the stories and fantasies related to the individual's birth into the context of his or her family system. The patient's birth related fantasies are shown to interact with the therapist's concordant and complementary fantasies. The first afternoon session will discuss the vast sea change in American psychoanalysis over the past twenty years. Dr. Aron will discuss the movement away from psychoanalytic theorizing grounded in Freud's drive theory toward models of mind and development grounded in object relations concepts. He will then discuss how relational psychotherapy has emerged from traditional psychoanalytic approaches and describe its current status. The final afternoon session will review the traditional understanding of the differences between psychotherapy and psychoanalysis and will contrast this with a relational approach. Drawing on feminist and gender theory, Dr. Aron will rethink this and many other traditional dichotomies leading to a reexamination of modern psychotherapeutic theory and practice. During the conference, Dr. Aron will discuss the validity and utility of the content and associated materials, the basis of such statements about validity/utility, and the limitations of and risks (severe and most common) associated with the content, if any.

Presenter: Lewis Aron, Ph.D., ABPP is the Director of the New York University, Postdoctoral Program in Psychotherapy and Psychoanalysis. He has served as President of the Division of Psychoanalysis (39) of APA. He is the founding President of the International Association for Relational Psychoanalysis and Psychotherapy and founding President of the Division of Psychologist-Psychoanalysts of the NY State Psychological Association. He holds a Diplomate in Psychoanalysis from the American Board of Professional Psychology and is a Fellow of both APA and the Academy of Psychoanalysis.

Conference Fees

Early Registration (received by October 13):

Professional and Scholar Members \$125; Student Members \$30

After October 13 and at the door:

Professional and Scholar Members \$140; Student Members \$40

Non-members (pay the same, early or at the door):

Non-member Professionals and Scholars \$160; Non-member Students \$50

Fees include lunch and refreshments. While you may pay at the door, it would be helpful to register by mail or e-mail by Saturday October 13, so that we may better plan seating and refreshments. Refunds honored with written notice at least 24 hours before date of seminar. Contact Robert Albiston, Ph.D., APS President, at (865-376-1585, x105) to negotiate fees, if needed.

Participants: This seminar is open to all APS members and interested mental health professionals who may not be members. It is not limited to individuals practicing in a predominately psychoanalytic mode. This program is intended for those with an intermediate level of knowledge and experience.

Reception: A reception for Dr. Aron will be held at 7pm at the home of Bill MacGillivray, Ph.D., ABPP. Directions will be given at the conference. All conference attendees are invited.

Continuing Education: This program is available for 6 continuing education credits. Participants must attend 100% of the program. Upon completion of a conference evaluation form, a certificate will be issued. This serves as documentation of attendance for all participants. Psychologists will have their participation registered through Division 39. APS and Division 39 are committed to accessibility and non-discrimination in continuing education activities and will conduct all activities in conformity with the American Psychological Association's Ethical Principles for Psychologists. If participants have special needs, reasonable efforts will be made to accommodate them. Please contact Robert Albiston, Ph.D. 865-376-1585 x105 with questions, concerns or to request special accommodations. There is no commercial support for this program nor are there any relationships between the CE Sponsor, presenting organization, presenter, program content, research, grants, or other funding that could reasonably be construed as conflicts of interest.

If you would like to become an APS member, please fill in below and send a check for \$70 (professional) or \$25 (scholar or student in mental health graduate program) along with your fee for the conference.

Degree/Discipline: _____ University: _____

Licensed as: _____ License Number: _____

Div. 39 Member? Yes No Formal Analytic Training: Yes No Describe: _____

May APS members use your address to send you information that may be of interest to you? Yes No

Would you like to add a contribution to the Graduate Student Assistance Fund? These gifts may qualify as charitable donations.

Complete and mail with check to:
 Appalachian Psychoanalytic Society
 c/o: R. Jeff Slavin, Ph.D.,
 305 Westfield Dr., Knoxville, TN 37919.

Registration for:

Name: _____

Address: _____

Phone: _____

Email: _____

Registration fee: _____

Membership Dues: _____

GSAF contribution: _____

TOTAL enclosed: _____

SIGN-IN/ATTENDANCE SHEET

Appalachian Psychoanalytic Society
 (A Local Chapter of the Division of Psychoanalysis (39) of the American Psychological Association)
 Presents

LISTENING PERSPECTIVES AND RELATIONAL PSYCHOTHERAPY
 Lawrence E. Hedges, Ph.D., ABPP

April 1, 2006

Participant Sign-In

	Name and Address <small>Please print legibly.</small>	Professional Field <small>(Psychology, Social Work, Psychiatry, Nursing, etc.)</small>	Degree or Certificate <small>(PhD, PsyD, LCSW, LPE, MD, etc.)</small>	Office Use
1.				
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22.				
23.				
24.				
25.				

Note (NOT to be included on the form): You may use separate sign-in sheets for psychologists and non-psychologists or use a single sign-in for both. A sign-out sheet is not yet required since the Evaluation and Learning Assessment Tool attests that the participant completed the entire activity. It is crucial is that no psychologist receive a Certificate of Attendance without submitting a completed Evaluation and Learning Assessment Tool. The combination of a Documentation of Attendance form and the Evaluation Tool seems to work best to ensure that all the necessary information is obtained.

PROGRAM EVALUATION and LEARNING ASSESSMENT TOOLS (2 examples)

Division 39 of the American Psychological Association
 2010 Annual Spring Meeting
 Chicago, Illinois
PROGRAM EVALUATION

Name _____
 Address _____
 City, State, Zip _____
 Prof. Field _____ Degree _____ Phone _____

Instruction	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The program objectives were met.					
A. Include full text of Learning Objective #1 here.	1	2	3	4	5
B. Include full text of Learning Objective #2 here.	1	2	3	4	5
2. Concepts were based on a methodological, theoretical, research and/or practical knowledge base relevant to psychological practice, education or science.	1	2	3	4	5
3. Content of the program was appropriate for post-doctoral training.	1	2	3	4	5
4. Instruction was at a level appropriate to post-doctoral education/experience.	1	2	3	4	5
5. Teaching methods were effective and appropriate for the subject matter.	1	2	3	4	5
6. Visual aids, handouts, and oral presentations clarified content.	1	2	3	4	5
7. Instruction was consistent with the stated learning objectives.	1	2	3	4	5

Items 8-13: If your evaluation of any presenter is **less than "AGREE,"** please write that presenter's name and offer narrative feedback on his/her presentation in Item #27.

Presenter 1	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8a. Knew the subject matter well.	1	2	3	4	5
9a. Taught the subject matter competently.	1	2	3	4	5
10a. Presented program content effectively and in an organized manner.	1	2	3	4	5
11a. Maintained my interest.	1	2	3	4	5
12a. Responded well to questions, comments, and opinions.	1	2	3	4	5
13a. Participant/presenter interaction was adequate.	1	2	3	4	5

Presenter 2	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8b. Knew the subject matter well.	1	2	3	4	5
9b. Taught the subject matter competently.	1	2	3	4	5
10b. Presented program content effectively and in an organized manner.	1	2	3	4	5
11b. Maintained my interest.	1	2	3	4	5
12b. Responded well to questions, comments, and opinions.	1	2	3	4	5
13b. Participant/presenter interaction was adequate.	1	2	3	4	5

Professional & Ethical Issues			
14. The following information was made clearly evident:			
a. Any known commercial support (for program, instructor, content of instruction or product reviewed) and any other relationship that could reasonably be construed as a conflict of interest.	Yes	No	
b. Accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and most common risks.	Yes	No	

Venue	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
15. Special needs were met. <input type="checkbox"/> Not applicable.	1	2	3	4	5
16. Facility was comfortable, accessible, and maneuverable.	1	2	3	4	5
17. Food and beverage were adequate. <input type="checkbox"/> Not applicable.	1	2	3	4	5
18. Program brochure was informative and accurate.	1	2	3	4	5

Learning	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
19. Information/skills can be applied to practice.	1	2	3	4	5
20. Information/skills can contribute to the achievement of personal or professional goals.	1	2	3	4	5
21. Cultural, racial, ethnic, socioeconomic, and gender differences were considered.	1	2	3	4	5
22. How much did you learn in this program?	Very Little	Little	Some	A Good Bit	A Great Deal
23. Did this program enhance your professional expertise?	Yes	No			
24. Would you recommend this program to others?	Yes	No			

25. Please note your profession and status.	<input type="checkbox"/> Psychologist (Ph.D.)	<input type="checkbox"/> Physician (M.D.)	<input type="checkbox"/> Master's-level Licensed Therapist or Counselor	
	<input type="checkbox"/> Social Worker	<input type="checkbox"/> Student	<input type="checkbox"/> Other	
26. Please note years in your profession.	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 20+

27. Comments and feedback for presenter(s) you rated less than "AGREE":
28. What was your overall impression of the experience? What went well? What could have been improved or done differently?
29. What did you learn that was new or different? How will this information change how you practice?
30. What topics or presenters would you like for future CE programs?
31. Other comments:

Appalachian Psychoanalytic Society
 a local chapter of Division 39 of the American Psychological Association
 presents a Saturday Morning Seminar
 [TITLE]
 [PRESENTER]
 [DATE]

Program Evaluation and Learning Assessment Form

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree(4)	[for office use only]
1. The program was clear and well organized.					
2. The program met the stated learning goals/objectives.					
a. [Insert full text of Learning Objective #1 here]					
b. [Insert full text of Learning Objective #2 here]					
c. [Insert full text of Learning Objective #3 here]					
3. Presenter(s) displayed thorough knowledge of/expertise in the topics covered.					
4. Presenter(s) effectively taught/presented the material and answered questions satisfactorily.					
5. The information presented was relevant and useful to my practice.					
6. Teaching methods were effective and appropriate for the subject matter.					
7. Participant/presenter interaction and discussion was adequate.					
8. Information/skills can contribute to the achievement of personal or professional goals.					
9. The program stayed on schedule.					
10. The visual/auditory supports used in program clarified content. <input type="checkbox"/> Not applicable					
11. Food (if provided) and other amenities were adequate. <input type="checkbox"/> Not applicable					
12. Overall, the program met or exceeded my expectations.					
13. Concepts were based on a methodological, theoretical, research and/or practical knowledge base relevant to psychological practice, education or science.	Yes			No	
14. Instruction was at a level appropriate to post-doctoral education/experience.	Yes			No	
15. Cultural, racial, ethnic, socioeconomic, and gender differences were considered.	Yes			No	
16. The physical facilities were comfortable, accessible, and maneuverable.	Yes			No	
17. The following information was made clearly evident:					
a. Any known commercial support (for program, instructor, content of instruction or product reviewed) and any other relationship that could reasonably be construed as a conflict of interest.	Yes			No	
b. The accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and most common risks.	Yes			No	
18. What aspects of the program hindered your learning? (Indicate all that apply.)	<input type="checkbox"/> Poor presentation <input type="checkbox"/> Too much distraction <input type="checkbox"/> None <input type="checkbox"/> Other _____		<input type="checkbox"/> Session too short or long <input type="checkbox"/> Not practical		

APS Program Evaluation and Learning Assessment Form, page 2

- 19. What topics or presenters would you like to have for future programs?

- 20. What was your overall impression of the event? What went well? What could have been improved or done differently?

- 21. Briefly describe what you learned that was new, interesting, or different. How will this information change the way you practice?

- 22. Would you be interested in attending another course/seminar with this presenter? Yes No

- 23. How much did you learn from this program? 1 (a great deal) 2 3 4 5 (very little)

CERTIFICATE OF ATTENDANCE

Name of Local Chapter/Organization

**A Local Chapter of the Division of Psychoanalysis (39)
of the American Psychological Association**

Certificate of Attendance

This is to certify that _____ has attended, in its entirety, the following continuing education activity sponsored by Division 39.

Title:

Name of Presenter:

Date(s) of Activity:

Beginning and Ending Times (note length of breaks in program):

Number of Continuing Education Credits:

Signed: _____
Continuing Education Coordinator

Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists.
Division 39 maintains responsibility for this program and its content.

DIVISION 39 CONTINUING EDUCATION ACTIVITY FORM

Division 39 Continuing Education Activity Form

Local Chapter:

Title of Activity:

Format:

- Workshop (program lasting less than 1 week)
- Lecture Series (program lasting more than 1 week but less than 6 months)
- In-Depth Series (program lasting longer than 6 months)
- Conference (conference where all components must be attended; if CE is earned on a session-by-session basis, identify such programs as Sessions rather than Conferences)
- Session (individual program within a conference that does not require full conference attendance)

Co-sponsored? Yes No

Name of Co-Sponsor (if applicable):

Date(s) of Activity:

Beginning and Ending Times:

Total Number of Learning Hours:

Total Number of Continuing Education Credits:

Total Number of Participants:

Total Number of Psychologists:

Total Number of Non-Psychologists:

Instructor(s)/Presenter(s):

List the Educational Objectives for this Activity:

Attach the following materials:

- Brochure/Flyer (see Handbook pages 12-13)
- Original Attendance/Sign-In Sheet: Names, Addresses, Degree (see Handbook pages 19-20)
- Signed Certificate of Attendance (see Handbook page 18)
- Instructor(s) signed commitment (see Handbook page 25)
- Evaluation and Learning Assessment Tool with average scores (see Handbook pages 14-17)
- Instructor(s) CV and at least 5 research/theory-based references

INSTRUCTOR COMMITMENT

Instructors/presenters should review and sign the following statement:

By agreeing to present a continuing education activity, presenters commit to the following:

- Presenters should be familiar with the ethical principles established in the American Psychological Association's Ethical Principles for Psychologists, a copy of which will be furnished upon request.
- Presenters must respect the need for privacy and confidentiality throughout the program and assume responsibility for reminding participants of this, as needed.
- Presenters must anticipate the possibility of stress related to program content and to allow time for participants to process these feelings should the need arise.
- Presenters will offer information on the scientific or professional basis of the content presented. This is to include the validity and utility of the content and associated materials, the basis of such statements about validity/utility, and the limitations of and risks (severe and most common) associated with the content, if any. This can be done through references that support the content from the scientific or professional literature and/or through the program learning objectives and/or verbally during the activity.
- Presenters must disclose any commercial support (for the program, presenter, or product reviewed) and any other relationship that could reasonably be construed as a conflict of interest.

Instructor/Presenter's Signature _____

Date _____

APPENDIX A

Division 39 Continuing Education Program Grievance Procedure

The Division of Psychoanalysis (including its associated chapters, sections and committees) is fully committed to conducting all activities in strict conformity with the American Psychological Association's Ethical Principles of Psychologists. Division 39 will comply with all legal and ethical responsibilities to be non-discriminatory in educational activities, in program content, and in the treatment of program participants/presenters. The monitoring and assessment of compliance with these standards will be the responsibility of the coordinators of the local continuing education committees, in consultation with the Division 39 Continuing Education Committee and the Division 39 Executive Committee and Board of Directors.

When a grievance arises pertaining to continuing education programs or processes, the complainant is expected to notify the coordinator of the local program (identified in the event brochure, promotional literature, or handouts along with information concerning the Grievance Procedure), either in person, by phone or in writing as soon as possible so that the concern can be addressed in a timely fashion. The complainant may also contact Colin F. Ennis, Psy.D., the current Chair of the Division 39 Continuing Education Committee, directly at div39ce@gmail.com or 312-725-2934.

The coordinator or chair will formulate a response to the complaint and, if necessary, recommend action, which will be communicated to the complainant within one month after receiving the complaint. The coordinator or chair will follow the plan as indicated. The complainant's confidentiality will be respected. Resolution of the complaint will be coordinated with the appropriate group (e.g., the local planning committee or organization board).

If the grievance cannot be resolved by the suggested plan, the complainant will be advised in writing to present the complaint to the Executive Committee of the Division of Psychoanalysis: The President is Marilyn Charles, Ph.D., ABPP (mcharlesphd@gmail.com).

The complainant will receive a copy of the bylaws of the Division of Psychoanalysis and will be invited to meet with the Executive Committee at one of its regular meetings to clarify concerns and arrive at a resolution. The Executive Committee may seek counsel from the American Psychological Association if any complaint is not resolved at this stage.

Copies of the confidential records of all grievances, along with the processes implemented to resolve grievances, will be kept in locked files by the chair of the Continuing Education Committee. A copy of this Grievance Procedure will be available upon request.

Note: Be certain to include on brochures/handouts the name and contact information of the local chapter individual who participants can reach with event-related grievances. If a complaint is lodged, a copy of this Grievance Procedure should be provided to the complainant.

APPENDIX B

FROM: *American Psychological Association's Ethical Principles for Psychologists*

5. PRIVACY AND CONFIDENTIALITY

These Standards are potentially applicable to the professional and scientific activities of all psychologists.

5.01 Discussing the Limits of Confidentiality.

- (a) Psychologists discuss with persons and organizations with whom they establish a scientific or professional relationship (including, to the extent feasible, minors and their legal representatives) (1) the relevant limitations on confidentiality, including limitations where applicable in group, marital, and family therapy or in organizational consulting, and (2) the foreseeable uses of the information generated through their services.
- (b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.
- (c) Permission for electronic recording of interviews is secured from clients and patients.

5.02 Maintaining Confidentiality.

Psychologists have a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships. (See also Standard 6.26, Professional Reviewers.)

5.03 Minimizing Intrusions on Privacy.

- (a) In order to minimize intrusions on privacy, psychologists include in written and oral reports, consultations, and the like, only information germane to the purpose for which the communication is made.
- (b) Psychologists discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

5.05 Disclosures.

- (a) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the patient or the individual or organizational client, (2) to obtain appropriate professional consultations, (3) to protect the patient or client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.
- (b) Psychologists also may disclose confidential information with the appropriate consent of the patient or the individual or organizational client (or of another legally authorized person on behalf of the patient or client), unless prohibited by law.

5.08 Use of Confidential Information for Didactic or Other Purposes.

- (a) Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.
- (b) Ordinarily, in such scientific and professional presentations, psychologists disguise confidential information concerning such persons or organizations so that they are not individually identifiable to others and so that discussions do not cause harm to subjects who might identify themselves.

6. TEACHING, TRAINING SUPERVISION, RESEARCH, AND PUBLISHING

6.01 Design of Education and Training Programs.

Psychologists who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

6.02 Descriptions of Education and Training Programs.

- (a) Psychologists responsible for education and training programs seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.
- (b) Psychologists seek to ensure that statements concerning their course outlines are accurate and not misleading, particularly regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. (See also Standard 3.03, Avoidance of False or Deceptive Statements.)

(c) To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

6.03 Accuracy and Objectivity in Teaching.

(a) When engaged in teaching or training, psychologists present psychological information accurately and with a reasonable degree of objectivity.

(b) When engaged in teaching or training, psychologists recognize the power they hold over students or supervisees and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to students or supervisees. (See also Standards 1.09, Respecting Others, and 1.12, Other Harassment.)

6.04 Limitation on Teaching.

Psychologists do not teach the use of techniques or procedures that require specialized training, licensure, or expertise, including but not limited to hypnosis, biofeedback, and projective techniques, to individuals who lack the prerequisite training, legal scope of practice, or expertise.

Instructors/presenters should review and sign the following statement:

By agreeing to present a continuing education activity, presenters commit to the following:

- Presenters should be familiar with the ethical principles established in the American Psychological Association's Ethical Principles for Psychologists, a copy of which will be furnished upon request.
- Presenters must respect the need for privacy and confidentiality throughout the program and assume responsibility for reminding participants of this, as needed.
- Presenters must anticipate the possibility of stress related to program content and to allow time for participants to process these feelings should the need arise.
- Presenters will offer information on the scientific or professional basis of the content presented. This is to include the validity and utility of the content and associated materials, the basis of such statements about validity/utility, and the limitations of and risks (severe and most common) associated with the content, if any. This can be done through references that support the content from the scientific or professional literature and/or through the program learning objectives and/or verbally during the activity.
- Presenters must disclose any commercial support (for the program, presenter, or product reviewed) and any other relationship that could reasonably be construed as a conflict of interest.

Instructor/Presenter's Signature _____

Date _____

APPENDIX C

Division 39 Continuing Education “Quick Check” A Checklist for Use with the Continuing Education Program Handbook

In an effort to help local organizations achieve and maintain adherence with the American Psychological Association’s standards and criteria, the Quick Check is provided to address common areas for errors.

FLYERS, BROCHURES, ADVERTISING MATERIAL

DID YOU:

- | YES | NO | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Refer to continuing education credits only as credits - not units or hours? |
| <input type="checkbox"/> | <input type="checkbox"/> | State your local chapter/section/committee’s relationship with Division 39 in all CE-related documents (promotion, sign-in, evaluation, certificate of attendance)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include the name of the person to contact with concerns or grievances? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a statement that facilities are accessible to persons with disabilities and that reasonable accommodations will be made for persons who request them? |
| <input type="checkbox"/> | <input type="checkbox"/> | State that participants must attend 100% of the program in order to obtain a Certificate of Attendance? |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide potential participants with the following prior to registration? |
| <input type="checkbox"/> | <input type="checkbox"/> | a. Educational objectives written in objective and measurable terms; |
| <input type="checkbox"/> | <input type="checkbox"/> | b. A description of the program, target audience and instructional level (introductory, intermediate, or advanced); |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Program schedule; |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Cost of the program, the refund/cancellation policy and any additional fees; |
| <input type="checkbox"/> | <input type="checkbox"/> | e. Presenter/instructor credentials: relevant professional degree, current professional position, and expertise in content (i.e., publications, years of clinical experience); |
| <input type="checkbox"/> | <input type="checkbox"/> | f. The number of continuing education credits available for the program. |
| <input type="checkbox"/> | <input type="checkbox"/> | If the above information is not included on promotional brochures/flyers, did you provide, on these promotional materials, a method (i.e., phone number or website) for potential participants to obtain this information? |
| <input type="checkbox"/> | <input type="checkbox"/> | State that “Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for this program and its content” on all program materials? |
| <input type="checkbox"/> | <input type="checkbox"/> | NOT state that either your local chapter or Division 39 offers CE credit?
State only that Division 39 is approved to sponsor continuing education? |
| <input type="checkbox"/> | <input type="checkbox"/> | NOT use the term accredited when describing the program and NOT identify the program as APA-approved? |

PROGRAM EVALUATION AND ASSESSMENT OF LEARNING

DID YOU:

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | If offering multi-session programs, have evaluations for each segment/session? |
| <input type="checkbox"/> | <input type="checkbox"/> | Articulate each learning objective and allow for evaluation of each learning objective on Evaluation and Learning Assessment Tool? |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquire about the adequacy of the physical facilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquire about the perceived knowledge of the presenter? |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquire about the effectiveness of presenter's teaching? |
| <input type="checkbox"/> | <input type="checkbox"/> | Average the feedback for each item on Evaluation and Learning Assessment Tool? |

CURRICULUM CONTENT

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Obtain from presenter(s) at least 5 references (research and/or theoretical) supporting the content of presentation? |
| <input type="checkbox"/> | <input type="checkbox"/> | Ask presenter(s) to provide participants with information about the limitations and risks associated with the program content? |
| <input type="checkbox"/> | <input type="checkbox"/> | Ask presenter(s) to provide participants with information about the utility and accuracy of the program content? |
| <input type="checkbox"/> | <input type="checkbox"/> | Disclose to participants any commercial support for the program? |
| <input type="checkbox"/> | <input type="checkbox"/> | Disclose to participants any potential conflicts of interest associated with program? |

STANDARDS FOR AWARDING CREDIT

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Use the sign-in sheet and completed evaluation forms to verify attendance? |
| <input type="checkbox"/> | <input type="checkbox"/> | Use the sign-in sheet to record names, addresses and degrees? |
| <input type="checkbox"/> | <input type="checkbox"/> | Receive an Evaluation and Learning Assessment Tool before awarding Certificate of Attendance? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include on the Certificate of Attendance: <ol style="list-style-type: none"> 1) the American Psychological Association's approval Statement: "Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for this program and its content.", 2) the name of the local organization and its identification as "a local chapter of Division 39 of the American Psychological Association", 3) the title, date, and time (start and stop with notation of breaks) of the activity, 4) name of instructor(s), with degrees, 5) the number of CE credits available, 6) the signature of the responsible CE coordinator on the Certificate of Attendance? |

SUBMITTING CE DOCUMENTATION TO THE DIVISION 39 CE CHAIR

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Complete all items on the Division 39 Activity Form and include the Activity Form (see Handbook page 21)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a copy of all promotional materials (including web pages) for the CE program? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a legible list of ALL participants including names, addresses, and degrees? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include one copy of the program's Evaluation and Learning Assessment Tool (see Handbook pages 14-17) with <u>average scores</u> for all items? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include one signed copy of the Certificate of Attendance (see Handbook page 18) given to all psychologist participants? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include one copy of each presenter's (s') CV, handouts and at least 5 relevant references which support the content of the program? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a signed instructor's (s') acknowledgement for each program (see Handbook page 25) |
| <input type="checkbox"/> | <input type="checkbox"/> | Submit a signed coordinator's statement (see Handbook page 3) one time per year? |
| <input type="checkbox"/> | <input type="checkbox"/> | Send documentation from August-December programs by January 15? |
| <input type="checkbox"/> | <input type="checkbox"/> | Send documentation from January-July programs by July 15? |