REQUIREMENTS FOR CONTINUING EDUCATION OFFERINGS FOR
American Psychological Association (APA) continuing education (CE) credits

As you work on the content and format planning for your presentation, if you wish to offer APA credits, the following must be followed.

As an Approved Sponsor for Continuing Education, we commit to upholding certain criteria and standards in our programming.

I have included below principles and guidelines that will help you determine if your offering is suitable and will help you prepare.

(1) PRINCIPLE
APA recognizes the responsibility of psychologists to continue their educational and professional development, building upon the foundations of a completed doctoral program in psychology. The Standards and Criteria for Approval of Sponsors of Continuing Education (CE) for Psychologists are focused on CE regarding the science and profession of psychology that has been empirically established and supported.

Emerging technologies and techniques are extremely important to the field of psychology, and scientific inquiry into them is encouraged. However, providing formal CE credit for programming that does not yet meet these standards is premature.

Continuing education (CE) in psychology is an ongoing process consisting of formal learning activities that (1) are relevant to psychological practice, education and science; (2) enable psychologists to keep pace with the most current scientific evidence regarding assessment, intervention, and education as well as important legal, statutory, or regulatory issues; and (3) allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

(2) GOALS & OBJECTIVES

Each offering must have a statement of objectives/goals for psychologists that encompass the above principle. Goal statements should reflect the nature of the offering and the target audience. As a guideline, for each hour of instruction there should be a minimum of one objective. Typically, there will be more than one stated objective even in a short presentation.

Every program offered for CE credit must have predetermined learning objectives. Rather than a description of topics to be covered, learning objectives should clearly define what the participant will know or be able to do as a result of having attended the program, and these objectives must be stated in measurable terms.
(3) CURRICULUM CONTENT

Standard D

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.

All CE programs offered for CE credit for psychologists must comply with Standard D criteria. **CE programs 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.

CRITERIA

1. Sponsors must document that the content of each CE program meets **ONE** of the following:

   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;

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

   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.

   **At least three (3) current, relevant, supporting, and complete references (in APA format) must be provided as evidence that program content has met the requirements of a specific D.1. criterion. Here is a great resource to look at APA format: [http://www.bibme.org/citation-guide/apa/](http://www.bibme.org/citation-guide/apa/)**

   Here is the format and a sample citation.
   Author, A.A.. (Year of Publication). *Title of work*. Publisher City, State: Publisher.


2. Sponsors (TIFI) are required to ensure that instructors, during each CE presentation, include statements that describe the accuracy and utility of the materials presented, the empirical basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

3. Sponsors must offer program content that builds upon the foundation of a completed doctoral program in psychology.
4. Sponsors must be prepared to demonstrate that content is relevant to psychological practice, education, and/or science.

5. Sponsors must have a process to identify any potential conflict of interest and/or commercial support for any program offered, and they must clearly describe any commercial support for the CE program, presentation, or instructor to program 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. Individual presenters must disclose and explain the presence or absence of commercial support or conflict of interest at the time the CE program begins.

Sample Evaluation form here, containing Objectives, Evaluation questions, Citations (link to Larry Letich Evaluation Form)
**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

Example of well-written learning objectives:

**This workshop is designed to help you:**
1. Summarize basic hypnosis theory and technique;
2. Observe demonstrations of hypnotic technique and phenomena;
3. Recognize differences between acute and chronic pain;
4. Utilize hypnosis in controlling acute pain;
5. Apply post-hypnotic suggestions to chronic pain; and
6. Practice hypnotic technique in dyads.

**EVALUATIONS – What you must include.**

Objective learning assessments should be written in a manner that determines whether participants learned what you planned to teach them. The evaluation (or learning assessment) should be based on the stated learning objectives of the program.

Example of well-written learning assessment:

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe at least two theoretical approaches to hypnosis</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Employ at least two hypnotic induction techniques</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Explain how psychological approaches differ when applied to acute vs. chronic pain</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Demonstrate a technique for applying hypnosis to acute pain</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Provide a post-hypnotic suggestion for controlling chronic pain</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. State that I had the opportunity to practice the technique during the workshop.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Additionally, please note that your Evaluation must include the question:

**How much did you learn as a result of this CE program?** Very little….Very much

Please remember to include “Optional” under the request for Name.
Please don’t hesitate to contact Elizabeth Cantor elizabeth@focusing.org with questions.