



AMERICAN
PSYCHOLOGICAL
ASSOCIATION
OFFICE OF CONTINUING
EDUCATION SPONSOR APPROVAL

Approval of Sponsors of Continuing Education
for Psychologists

CESA Application*

***Note: This application is for those who wish to conduct CE programs that allow for live interaction with presenters.**

NOTICE

Sponsors and applicants are advised that inherent to adhering to the principle of Standard B of the Standards and Criteria, it is your responsibility to maintain a continuing awareness of the policies and procedures of the APA's Office of CE Sponsor Approval. This includes, but is not limited to, having a copy of the most recent submissions to the Office of CE Sponsor Approval (application, review responses, etc.), being aware of report and fee submissions deadlines, and keeping the Office of CE Sponsor Approval aware of any changes in contact information so that we may inform your organization of these deadlines in a timely manner. The office will use contact information on file to notify individuals or organizations of decisions, deadlines, and reminders.

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**AMERICAN PSYCHOLOGICAL ASSOCIATION
APPLICATION FORM FOR SPONSORS OF
CONTINUING EDUCATION PROGRAMS FOR PSYCHOLOGISTS**

This application is arranged in sections that correspond to the *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*. A number of sections require you to submit attachments. Attachments should be converted to PDF form each relevant section. Please visit the CE Sponsor Approval (CESA) Online Application System (OAS) website to create a profile and complete the application: <http://www.apa.org/ed/sponsor/resources/online-application-system.aspx>. **Mailed applications WILL NOT be accepted.**

THIS APPLICATION MUST BE ACCOMPANIED BY THE APPROPRIATE FEE BEFORE IT WILL BE REVIEWED.

_____ Society of Indian Psychologists			
Organization			
_____ Joanna Shadlow, CE Committee Chair			
CE Contact Person			
_____ 800 S Tucker			
Mailing Address			
_____ Tulsa		OK	74014
City		State	Zip Code
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Phone	Fax	E-mail	Web Address

**APPLICATION FOR APA SPONSOR APPROVAL OF
CONTINUING EDUCATION FOR PSYCHOLOGISTS**

GENERAL INFORMATION

Please indicate the following (check all that apply):

1. TYPE OF ORGANIZATION

- | | | | |
|--------------------------|---|-------------------------------------|----------------------------------|
| <input type="checkbox"/> | Univ./College: Psychology Dept. | <input checked="" type="checkbox"/> | Professional Society/Association |
| <input type="checkbox"/> | Univ./College: Other Division | <input type="checkbox"/> | Hospital/Medical School |
| <input type="checkbox"/> | Private Educational Organization | <input type="checkbox"/> | Mental Health Center/Clinic |
| <input type="checkbox"/> | Professional School of Psychology | <input type="checkbox"/> | Government Agency |
| <input type="checkbox"/> | APA Division | <input type="checkbox"/> | Individual |
| <input type="checkbox"/> | State or Regional Psychological Association | <input type="checkbox"/> | Other (Specify) _____ |

2. HOMESTUDY (defined as any program where there is no ability to have live interaction with the presenter)

Are you also applying to offer homestudy programs? **IF YES, you must COMPLETE THIS APPLICATION AND THE HOMESTUDY SUPPLEMENTAL application.**

- NO
 YES

3. APPROVAL HISTORY

Have you previously applied to APA for approval as a sponsor of continuing education for psychologists?

- NO
 YES If yes, date of application _____ Decision _____
(Month/Year)

4. TARGETED AUDIENCE

Indicate ALL groups you have targeted as potential participants in the activities you intend to offer for credit:

- | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> | Psychologists | <input type="checkbox"/> | Physicians |
| <input type="checkbox"/> | Psychiatrists | <input checked="" type="checkbox"/> | Educators |
| <input checked="" type="checkbox"/> | Social Workers | <input checked="" type="checkbox"/> | Graduate Students |
| <input type="checkbox"/> | Nurses | <input checked="" type="checkbox"/> | Undergraduate Students |
| <input checked="" type="checkbox"/> | Mental Health Counselors | <input type="checkbox"/> | Marriage and Family Therapists |
| <input type="checkbox"/> | Other (Specify) _____ | | |

5. MAJOR GOALS AND FUNCTIONS OF YOUR ORGANIZATION

a) What are the major goals and functions of your organization? (This question refers to the overall, or parent, organization. If your organization's only function is to offer continuing education, please indicate so in response to this question, and provide a more detailed description of your organization's purpose in response to Question A.1).

The mission of the Society of Indian Psychologists is to provide an organization for Native American indigenous people to advocate for the mental well being of Native peoples by increasing the knowledge and awareness of issues impacting Native mental health.

Possible change:

The mission of the Society of Indian Psychologists is to provide an organization for Native American indigenous people to advocate for social justice and the mental well being of Native peoples by increasing the knowledge and awareness of issues impacting Native peoples mental health.

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Standard A: Goals

PRINCIPLE

Continuing education in psychology builds upon a completed doctoral program in psychology.

Continuing education (CE) in psychology is an ongoing process consisting of formal learning activities that (1) are relevant to psychological practice, education, and/or science; (2) enable psychologists to keep pace with the most current scientific evidence regarding assessment, prevention, intervention, and/or education, as well as important relevant legal, statutory, leadership, 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.

CRITERION

1. Sponsors must have a statement of goals for psychologists for proposed CE programs that reflects this Principle.

QUESTION

1. Please state the goals of your continuing education program as they relate to doctoral-level psychologists, ensuring that you address the goals of your specific organization.

The Society of Indian Psychologists goals for beginning a continuing education program are related to the mission of our organization. Increasing the knowledge and awareness of the issues facing Native American indigenous people in regards to mental and behavioral health as well as how it relates to public policy and social justice. In addition, our goals for offering a continuing education program are focused on increasing the understanding of indigenous people in a larger context, especially as it relates to behavioral, emotional, physical and spiritual identities. Furthermore, goals include being an avenue in which individuals can increase their research based knowledge that is specific to indigenous populations, on topics such as, but not limited to, historical trauma, ethics in Indian country, and successful mentoring of Native students and providers of care.

Standard B: Program Management

PRINCIPLE

Effective program management is essential for maintaining the highest quality in continuing education programs for psychologists.

CRITERIA

1. Sponsors must include the direct input of psychologists in all phases of the decision-making and program-planning process for the activities offered to psychologists for CE credit.
2. Sponsors must have a clearly designated program administrator who is responsible for ensuring that the organization meets the Standards described in this document.
3. Sponsors must ensure the security of tests and proprietary information; the confidentiality of any individuals or organizations referenced within the content of programs that would require confidentiality; and the privacy of participants.
4. Sponsors must have written procedures for addressing participant complaints in a reasonable, ethical, and timely fashion.
5. Sponsors must both select instructors and develop program content that respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
6. Sponsors must make all CE programs accessible to individuals with disabilities, according to the requirements of the Americans with Disabilities Act.
7. Sponsors must adhere to all Standards in this document in all aspects of CE programs offered under the auspices of their APA approval.

QUESTIONS

1. Provide below a list of names, highest degree earned and employment setting of psychologists responsible for program planning, and describe the contribution of each individual to the planning process. Provide only the names of doctoral-level psychologists. You must provide as an attachment a full CV for each individual named below. For larger planning committees, do not submit more than three CVs.

THIS IS AN IMPORTANT COMMITTEE AND NEEDS THREE FOLKS WHO CAN DEDICATE THEIR TIME TO PLANNING AND ORGANIZING.

Name	Degree	Employment Setting	Role in Program Planning
Joanna Shadlow	PhD	University of Tulsa	CE Committee Chair
Melissa Teehee	PhD/JD	Utah State University	CE Committee Member
Iva?			

Note: Please expand the table as needed in order to include all participating psychologists.

1. a) If the above individuals work as part of a committee or advisory group, please describe how the committee functions as a whole and how often it meets.

The Society of Indian Psychologists CE Committee Chair is supported by the Society of Indian Psychologist Executive Committee. The SIP Executive Committee meets monthly by teleconference and at the annual conference in June of each year. The CE Committee Chair will be a part of the conference calls and annual Executive Committee meeting as needed to review CE programming. The volunteer CE Committee Chair will be asked to serve a minimum of a 2-year term. Additional members will be recruited by the Chair as needed. The CE Committee Chair and members of the CE Committee will meet as needed to review CE programming for the annual conference and other possible continuing education programs. The SIP President Elect will serve as the Assistant Committee Chair. <====nice idea that makes it built in...

- b) If you are a single-person provider (i.e., the owner of the organization providing CE is also the only point of contact for participant complaints), please describe the mechanisms you have in place to obtain feedback from other psychologists regarding program planning, and areas where conflicts of interest might occur (e.g., resolution of participant complaints).

Not applicable.

2. Who is the administrator of your CE program? Describe how this individual ensures that the *Standards and Criteria* and *Policies and Procedures* of the Office of CE Sponsor Approval are upheld.

Joanna Shadlow is the CE Committee Chair. The chair is appointed for a 2-year staggered term by the SIP Executive Committee. The CE Committee members, Melissa Teehee and Anita Mihecoby will serve on the CE Committee for a minimum of 2 years. Iva Greywolf, SIP President Elect, will serve as the CE Assistant Committee Chair.

3. Describe your methods for ensuring: 1) the security of tests and proprietary information, and 2) the confidentiality of individuals and organizations (e.g., paper and electronic materials).

CE programming will be monitored by the CE Committee Chair and the CE Committee members to assure confidentiality and adherence to APA Continuing Education office guidelines. Information and records will be securely stored in a restricted-access folder on an encrypted, cloud-based storage system (e.g., box.com).

3. Describe your procedures for dealing with participant complaints. You must also attach a copy of the written procedures that you would provide to participants upon request.

The CE Committee Chair and CE Committee members will serve as a grievance panel for resolving any complaints generated by CE participants. The complaint will be resolved as follows: The aggrieved will be asked to provide a written statement of the complaint and the desired outcome (e.g., reimbursement). The CE provider will be permitted to respond in writing to the complaint and the aggrieved will receive this written communication. All communication will be reviewed by the CE Committee Chair and CE Committee members, which will render a finding and take the appropriate action. An appeal to the CE Committee Chair and CE Committee members will only be possible if the procedures stated above were not followed or if the complaint is not against the CE provider but the CE Chair and Committee members. If this is the compliant, then the SIP Executive Committee will manage the complaint.

5. Describe how you sufficiently attend to issues of diversity in your programs with respect to:

- a) developing content that respects and educates participants about issues related to diversity; and,

The Society of Indian Psychologists mission is to advocate for the mental well being of Native peoples by increasing the knowledge and awareness of indigenous issues. At its basic level, SIP desires to increase the understanding of diverse issues as they pertain to health (mental, physical, spiritual, and emotional).

- b) selecting instructors who both promote participant mastery of specific strategies and behaviors that enhance inclusion of diverse populations (including those from underserved and minority populations), and create professional environments that promote diversity.

The SIP CE Committee will make every attempt to be aware of diversity of CE providers in the areas of gender, ethnicity, religious background, etc. CE providers will be selected based on their expertise to meet the needs of the training or conference goals. CE providers will not be asked to identify any personal or sensitive information and no selection will be made on the basis of individual differences. As the majority of our membership and conference attendees/speakers are indigenous, many of our CE trainings will be provided by those of diverse indigenous backgrounds.

6. Describe your method for ensuring that your programs are accessible to participants with

disabilities (e.g., physical, visual, hearing impairments).

SIP and the CE Committee will be very responsive to the need of participants with disabilities. Our annual conference facilities can accommodate persons with disabilities. The conference restrooms, hotel rooms, presentation areas are able to accommodate individuals with disabilities. If needed or requested a SIP Committee member will be assigned to provide additional supports.

7. Do you collaborate with other organizations to provide continuing education programs for psychologists? Yes No

If you collaborate with other organizations, do you take responsibility for ensuring that all criteria are met? Yes No

If you collaborate with other organizations to offer CE programs for psychologists, provide an attachment that lists the names of the organizations with whom you collaborated over the past year, the program titles, and program dates. Corresponding promotional materials for all listed programs must be provided in *Section G. Promotion and Advertising of Programs*.

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REQUIRED ATTACHMENTS FOR SECTION B:

- ❑ CVs of psychologists involved in program planning and development (as listed in question B.1)

CVs for Joanna Shadlow, Melissa Tehee and Iva Greywolf are attached

- ❑ Written procedures for dealing with participant complaints

See attached Grievance Policy

- ❑ List of collaborating organizations, program titles, and dates (if applicable)

Not applicable.

NOTE: PLEASE ALSO REFER TO APPENDIX 1 FOR EXAMPLES.

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Standard C: Educational Planning and Instructional Methods

PRINCIPLE

Successful continuing education in psychology requires: (1) careful educational planning that results in a clear statement of educational objectives; (2) the use of appropriate educational methods that are effective in achieving those objectives; (3) a clear connection between program content and the application of this content within the learner's professional context; and (4) the selection of instructional personnel with demonstrated expertise in the program content.

CRITERIA

1. Sponsors must develop educational objectives that clearly describe a) what participants are expected to learn; and b) how participants can apply this knowledge in practice or other professional contexts.
2. Sponsors must include instructional methods that actively engage the learner to enhance acquisition of knowledge and, where appropriate, facilitate translation into practice.
3. Sponsors must select instructors with expertise in the program content and who are competent to teach this program content at a level that builds upon a completed doctoral program in psychology.

QUESTIONS

1. For your four most recent different programs¹, complete the chart on the following page that lists the activity titles, program length (in days and hours), number of credits awarded, instructional method, learning objectives, and instructor name(s) and degree(s). A **FULL CV** demonstrating expertise in the content area must be provided for each instructor.

NOTE: *If one or more of the activities listed is part of a multi-session program (e.g., a conference) for which credit is earned on a session-by-session basis, you should only list four individual session names. Do not list the overall conference.*

¹For new applicants only: If you are a new applicant and have not yet offered any CE activities, you must provide this information for four programs you plan to offer in the future. If you are not planning on conducting at least four new programs, please provide information on all of the programs you are planning to conduct.

Standard C: Summary Data for Four Most Recent CE Activities¹

Activity Title	Activity Date(s)		Activity Length (Total Instructional Time)	# of CE Credits Awarded	Instructional Method ²	Learning Objectives	Instructor(s)
	From	To					
<p>An Indigenous Perspective on the APA Ethics Code</p> <p>*please note this is a past workshop at an APA convention but is a true example of what will likely be offered at our annual SIP conference</p>	8/3/2017		4 hours	4	Workshop	<p>1). Understand the APA ethics code is embedded within a specific culture and not necessarily rooting in universal ethical principles.</p> <p>2) Become familiar with SIP resources to make culture visible in the APA ethics code and learn how to frame ethical thinking from a pluralistic perspective.</p> <p>3) Demonstrate applicability and provide tools to apply the SIP Commentary in various realms (e.g., research, clinical practice, supervision, teaching).</p> <p>4) Develop skills to recognize culture in an ethics and how to honor both professional ethics codes and community-based ethics.</p>	<p>Melissa Teehee, PhD, JD</p> <p>Amanda Blume, MS</p>
Inter- and	9/13/17		2 hours	2	Research	1). Attendees will	Jamie Rhudy,

<p>Intra- group risk factors for chronic pain in American Indians</p> <p>*please note this is a past presentation given at a Indian Health Service Behavioral Health annual meeting but is a true example of what will likely be offered at our annual SIP conference</p>					<p>Presentation</p>	<p>understand the basic mechanisms that contribute to pain processing. 2). Attendees will understand basic tools for studying pain and sensory processing. 3). Attendees will understand differences in pain processing between Native Americans and non-Hispanic Whites 4). Attendees will understand how risk for diabetes may influence sensory processing within Native Americans.</p>	<p>PhD</p> <p>Joanna Shadlow, PhD</p>
<p>Traumatic stress, social support, and health among older American Indians</p> <p>*please note this is a past presentation at</p>	<p>6/27/17</p>		<p>1 hour</p>	<p>1</p>	<p>Research Presentation</p>		<p>Melissa Tehee, PhD, JD</p>

<p>the annual SIP conference and we are proposing to offer CEs for presentations like this in the future</p>							
<p>Psychology benefitting society: American Indian contributions to the Efforts of the APA Public Interest Directorate</p> <p>*please note this is a past presentation at the annual SIP conference and we are proposing to offer CEs for presentations like this in the future</p>	6/26/17		1 hour	1	Public Policy presentation		<p>Jacque Gray, PhD</p> <p>Clinton Anderson, PhD</p>

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¹For new applicants only, you must specify up to four different **proposed** CE activities. If you are not planning on conducting at least four new programs, please provide information on all of the programs you are planning to conduct.

²Under the instructional method column, indicate the delivery method used for the activity (e.g., workshop, seminar/lecture).

NOTE: These four activities need to parallel those indicated in Section D.

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REQUIRED ATTACHMENTS FOR SECTION C:

- Full CVs of instructors (if an instructor is also involved in program planning and development and a CV is provided in Section B, you do not need to provide another CV. Please reference Section B.)

NOTE: PLEASE ALSO REFER TO APPENDICES 2 and 3 FOR EXAMPLES.

Standard D: Curriculum Content

PRINCIPLE

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.
2. Sponsors 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.

QUESTIONS

1. For each of the four activities listed in response to Question C.1 of this application, indicate which **one** of the aspects of Standard D, Criterion 1 your programs meet. Briefly describe how the program content meets the specified criterion, providing at least 3 current references for each activity. **You must check the applicable box – i.e., denoting Criterion 1.1, 1.2, or 1.3 – AND you must provide a narrative.**

NOTE: PLEASE ALSO REFER TO APPENDICES 4 to 6 FOR EXPANDED DEFINITIONS AND DETAILS REGARDING EACH CRITERION.

ACTIVITY ONE (check the one most relevant box):

Activity Title:

An Indigenous Perspective on the APA Ethics Code

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.

ACTIVITY ONE NARRATIVE:

This intermediate session targets knowledge to aid skill building in ethics and cultural competence. Presenters will provide information on the work of the Society of Indian Psychologists to provide a commentary on the APA Ethics Codes that addresses how the Code does and does not fit for Indigenous psychologists and Native lifeways and thought ways. The workshop will then focus on an engaging process of uncovering culture in ethics codes through vignettes and using this knowledge to increase ethical research and service provision with diverse populations. The session will end with a brief review of the main findings in the SIP Commentary and how findings parallel the workshop processes.

ACTIVITY ONE REFERENCES (at least 3):

García, M. A. (2015). Cultural humility: The SIP commentary and the APA Code of Ethics, another installment of a three-part series highlighting the important findings of the SIP

commentary.

American Psychological Association Communique. Retrieved from <http://www.apa.org/pi/oema/resources/communique/2015/09/code-ethics.aspx>

García, M.A. & Tehee, M. (2014). Society of Indian Psychologists Commentary on the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct. Retrieved from <http://www.aiansip.org/>

Behnke, S. (2014). Always a cultural perspective: The Society of Indian Psychologists comments on the APA Ethics Code. *Monitor on Psychology*, 45(10), 68. Retrieved from <http://www.apa.org/monitor/2014/11/ethics.aspx>

García, M. A. (2014). Implications of the Society of Indian Psychologists' (SIP) commentary on the APA Code of Ethics are many, broad and deep: First of a three-part series detailing important findings of the SIP commentary. American Psychological Association Communique. Retrieved from <http://www.apa.org/pi/oema/resources/communique/2014/12/indian-psychologists-ethics.aspx>

Morse, G. S., & Blume, A. W. (2013). Does the APA Ethics Code work for us? Members of ethnic minority psychological associations examine the APA Ethics Code's relevance to people of color. American Psychological Association Communique. Retrieved from <http://www.apa.org/pi/oema/resources/communique/2013/09/code-ethics.aspx>

American Psychological Association. (2010). Ethical principles of psychologists and code of conduct (2002, Amended June 1, 2010). Retrieved from <http://www.apa.org/ethics/code/index.aspx>

American Psychological Association (2002). Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. Retrieved from <http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>

ACTIVITY TWO (check the one most relevant box):

Activity Title:

Inter- and Intra- group risk factors for chronic pain in American Indians

- 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.

ACTIVITY TWO NARRATIVE:

Native Americans have a higher prevalence of chronic pain than any other U.S. racial/ethnic group, yet there are only two published papers from a small study that attempted to understand mechanisms contributing to this disparity. Given that chronic pain results in tremendous health care utilization, economic burden, disability, and loss of productivity, the lack of research on pain mechanisms in NAs is alarming. Presenters will present on results from their study of 232 healthy, pain-free, (Native American=118). The relationship of the findings related to diabetic risk will also be presented.

ACTIVITY TWO REFERENCES (at least 3):

Barnes PM, Adams PF, Powell-Griner E: Health characteristics of the American Indian or Alaska Native adult population: United States, 2004-2008. In: Services USDoHaH, ed. Vol no. 20. Hyattsville, MD: National Center for Health Statistics; 2010.

Jimenez N, Garrouette E, Kundu A, Morales L, Buchwald D: A Review of the Experience, Epidemiology, and Management of Pain among American Indian, Alaska Native, and Aboriginal Canadian Peoples. *J Pain* 12:511-522, 2011

Loeser JD, Butler SH, Chapman CR, Turk DC: *Bonica's Management of Pain*. Vol. Philadelphia, PA: Lippincott Williams & Wilkins; 2000.

Palit S, Kerr KL, Kuhn BL, DelVentura JL, Terry EL, Bartley EJ, Shadlow JO, Rhudy JL: Examining emotional modulation of pain and spinal nociception in Native Americans: A preliminary investigation. *Int J Psychophysiol* 90:272-281, 2013

Palit S, Kerr KL, Kuhn BL, Terry EL, DelVentura JL, Bartley EJ, Shadlow JO, Rhudy JL:
Exploring pain processing differences in Native Americans. *Health Psychol* 32:1127-1136,
2013

USDHHS: Summary of health statistics for U.S. Adults: National health interview survey,
2009. In: Services HaH, ed. Hyattsville, Maryland: DHHS; 2010.

ACTIVITY THREE (check the one most relevant box):

Activity Title: Traumatic stress, social support, and health among older American Indians

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.

ACTIVITY THREE NARRATIVE:

Design & Methodology

We analyzed data from the Native Elder Care Study, a random age-stratified sample of 505 tribal members ≥ 55 years of age conducted in partnership with a large Southeastern tribe. Face-to-face interviews lasted from 60 to 90 minutes and included questions on past traumatic experiences and related psychological symptoms of post-traumatic stress, perceptions of social support, and physical and mental health status. The mean age of participants was 70.7 years of age; 65% were female. Linear and logistic regression analyses estimated the relation between symptoms and their association with social support and health.

Results

Overall 31% of older American Indians had experienced a traumatic event; 43% of those who reported a traumatic event endorsed current traumatic stress symptoms. The risk of experiencing traumatic stress symptoms decreased as social support increased. Symptomatic participants had a greater relative risk of cardiovascular disease and chronic pain than their symptom-free counterparts (1.58 RR & 1.46 RR respectively). Symptomatic women had a 7.6 mean increase in depression symptoms as measured by the CESD than those without symptoms.

Conclusions

Our results suggest that the identification and treatment of traumatic stress symptoms in the American Indians and the development of interventions to improve social support might play a role in improving physical and mental health in this population. Given that the population of older American Indians is expected to triple in size in the next 30 years, it is vital to evaluate the role of traumatic stress symptoms and social support in their physical

and mental health.

ACTIVITY THREE REFERENCES (at least 3):

Bassett, D. R., Buchwald, D., & Manson, S. (2014). Posttraumatic stress disorder and symptoms among American Indians and Alaska Natives: A review of the literature. *Social Psychiatry and Psychiatric Epidemiology*, 49(3), 417–433. <https://doi.org/10.1007/s00127-013-0759-y>

Bassett, D. R., Nelson, L., Rhoades, D. A., Krantz, E. M., & Omidpanah, A. (2014). A national study of social networks and perceptions of health among urban American Indian/Alaska Natives and non-Hispanic Whites. *Journal of Biosocial Science*, 46(4), 556–559. <https://doi.org/http://dx.doi.org/10.1017/S0021932013000679>

Beals, J., Belcourt-Dittloff, A., Garrouette, E. M., Croy, C., Jervis, L. L., Whitesell, N. R., ... AI-SUPERFP Team. (2013). Trauma and conditional risk of posttraumatic stress disorder in two American Indian reservation communities. *Social Psychiatry and Psychiatric Epidemiology*, 48(6), 895–905. <https://doi.org/10.1007/s00127-012-0615-5>

Beals, J., Novins, D. K., Whitesell, N. R., Spicer, P., Mitchell, C. M., & Manson, S. M. (2005). Prevalence of mental disorders and utilization of mental health services in two American Indian reservation populations: Mental health disparities in a national context. *American Journal of Psychiatry*, 162(9), 1723–1732. <https://doi.org/10.1176/appi.ajp.162.9.1723>

Lefler, L. J., & Belt, R. (2009). Historical trauma, stress, and diabetes. In L. J. Lefler (Ed.), *Under the Rattlesnake: Cherokee Health and Resiliency* (pp. 61–78). Tuscaloosa, AL: University of Alabama Press.

Tehee, M., Buchwald, D., Booth-LaForce, C., Omidpanah, A., Manson, S. M., & Goins, R. T. (in press). Traumatic stress, social support, and health among older American Indians: The Native elder care study. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*.

ACTIVITY FOUR (check the one most relevant box):

Activity Title:

- 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.

ACTIVITY FOUR NARRATIVE:

Presentation on the American Psychological Association (APA) Public Interest Directorate (PID) is proposed. The session would be led by Dr. Jacque Gray and would include a presentation by Dr. Clinton W. Anderson, who would discuss projects and activities of the PID. Also, the proposed session would provide SIP conference attendees with an opportunity to learn about the representation and contributions of American Indians/Alaska Natives/Native Hawaiians in APA governance as well as be informed about the governance nomination process, and current PID activities and/or policy positions on issues of concern to American Indian/Alaska Native/Native Hawaiian communities.

ACTIVITY FOUR REFERENCES (at least 3):

2. Describe how you will request that instructors 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.

Each year a call for proposals is made for the annual SIP conference. Once presentations have been selected, the CE provider will be required to outline specific education/learning objectives and provide a description of course content. These learning objectives will be shared with the participants and incorporated into the required evaluation forms. Each CE provider will submit a curriculum vita that documents their qualifications. The CE Chair and CE Committee members will ensure compliance with APA CE sponsor approval guidelines. If guidelines are not met, the presentation will not be included in the CE awarding piece of the conference program.

3. Describe how your program content will build upon the foundation of a completed doctoral program in psychology.

The CE Chair and Committee will review the curriculum vitae of each CE presenter to ensure that they either have completed a doctoral program in psychology or are currently enrolled in a doctoral program in psychology.

4. Describe how your content is specifically relevant to psychological practice, education, or science.

The mission of SIP is to enhance the knowledge and awareness of mental health issues facing Native Americans. Topics covered at the annual conference revolve around this mission and are psychological in nature. The topics vary from being practice oriented to research oriented. The CE Chair and Committee will utilize the APA CE sponsor approval guidelines to ensure presentations are relevant to psychological practice, education, or science.

5. Describe how you will inform participants of potential conflicts of interest (e.g., commercial support interest for sponsors, instructors, content of instruction, or any other relationship that could reasonably be construed as a conflict of interest). Even if there are no known conflicts of interest as of this application submission, you are required to describe how you would make receipt of commercial support known to participants.

The Society of Indian Psychologists does not currently receive any support from sponsors. CE providers will be required to disclose any relationship that would be a

conflict of interest. If such a conflict is reported, this would be conveyed to conference attendees in the registration materials.

Standard E: Program Evaluation

PRINCIPLE

Evaluation of CE programs is for the purpose of improving future programs.

CRITERIA

1. Sponsors must obtain the CE participants' evaluation as to how well each educational objective was achieved.
2. Sponsors must assess the participants' satisfaction, using a written evaluation form, with the overall program.
3. Sponsors must ensure that there is a method in place to assess participant learning.
4. Sponsors must ensure that there is a method in place to assess participant perception of the utility of program-based learning to psychological practice or other professional development.
5. Sponsors must use the results of the abovementioned evaluation processes to improve and plan future programs.

QUESTIONS

1. a) Describe your method for assessing all participants' post-program learning and their perception of the utility of this knowledge to psychological practice, education, or science.

Each CE evaluation instrument will assess the learner's perception of knowledge gained in the areas of psychological practice, education or science. Pending the focus of the CE program and the specific objectives one of the knowledge areas will be infused in the evaluation instrument, which will also include an evaluation of the specific learning objectives.

- b) Providers of home study must attach sample measures evaluating post-program competence in the content area presented, not only in terms of factual information gained, but also in terms of how this knowledge can be applied to professional development for the four most recent activities.

See attached measure for evaluating a home study CE program.

2. Does your CE participant evaluation adequately assess the extent to which each specified

educational or learning objective was achieved? Please check Yes or No below.

 X Yes No

3. Describe your method for assessing participant satisfaction with the program. You must attach a sample of your written evaluation form. In addition, every evaluation form must include the following **two questions** and anchors (scale end-points) verbatim:

How much did you learn as a result of this CE program?

1	2	3	4	5
Very little				Great deal

How useful was the content of this CE program for your practice or other professional development?

1	2	3	4	5
Not useful				Extremely useful

Each CE offering will have an evaluation instrument. The evaluations will be returned to the CE Chair and reviewed by the CE Committee. A summary of the evaluations will be created by the CE Committee and given to the SIP Executive Committee for archiving. A sample evaluation form is attached.

4. Describe how evaluation feedback is used to improve and plan future programs.

The CE committee will review the evaluations and will share a summary of the reviews with the CE provider to allow for improvements as needed. These evaluations will be used by the CE committee and SIP Executive committee to plan and improve future conferences and/or create other CE activities.

REQUIRED ATTACHMENTS FOR SECTION E:

- Evaluation form including required overall assessment of learning.
- **For the four programs listed in Standard C**, you must provide a clear, quantitative summary of the evaluations. Note: For NEW sponsors only, this does NOT apply.

NOTE: PLEASE ALSO REFER TO APPENDIX 7 FOR EXAMPLES.

Standard F: Standards for Awarding Credit

PRINCIPLE

The awarding of CE credit is based on participation in learning activities offered in accordance with the Standards described in this document.

CRITERIA

1. Sponsors must award CE credit for psychologists on the basis of one credit per one hour of instructional time.
2. Sponsors must provide documentation to each participant that includes the APA approval statement, the name and date of the activity, the number of CE credits earned, and a signature or other verification from the sponsoring organization.
3. Sponsors must be able to verify the awarding of CE credit to participants and provide this verification to individuals who request it for at least three years after completion of the activity.

QUESTIONS

1. Complete the following chart for your 10 most recent activities offered for CE in the past year, including: activity title, program length (in days and hours), the number of credits awarded, and the number of psychologist and non-psychologist attendees. If you have not offered any programs in the past year, provide this information for your most recent activities. If you are a new applicant and have not yet offered any programs, provide this information for programs you plan to offer in the future. **List only those programs that were offered to psychologists for credit.**

If you offer any multi-session programs (e.g., conventions, conferences) for which credit is earned on a session-by-session basis, you should list up to four (4) individual session names—do not list the overall conference—in addition to six (6) other most recent activities offered for credit in the past year.

1. a) Describe your attendance policy and your method for monitoring attendance.

The CE chair and/or a CE committee member monitors each session and all CE earners are required to stay for the program's entirety to receive credit. At the beginning of each CE earning program, earners (who will be identified by a red dot sticker placed on their conference badge) will receive a yellow CE evaluation form for the program. Upon completion of the program, earners will turn in their yellow evaluation forms in exchange for the CE certificate for that program.

Standard F: Summary Data for 10 Most Recent Activities Offered for CE credit in Past Year^{1,2}

Activity Title	Activity Date(s)		Activity Length (Total Instructional Time)	Instructional Method ³	# of CE Credits Awarded	Number of Participants	
	From	To				Psychologists	Non-psychologists

¹For new sponsors only, you must provide this information for those listed in **proposed/anticipated** CE activities in Standard C.

²If one or more of the activities listed is part of a multi-session program for which credit is earned on a session-by-session basis, you should only list four individual session names, in addition to six (6) other most recent activities offered for credit in the past year. Do not list the overall conference.

³Under the instructional method column, indicate the delivery method used for the activity (e.g., workshop, seminar/lecture).

Note: Please expand the table as needed in order to report all relevant activities.

Total Activities: _____ Total Psychologists: _____ Non-psychologists: _____

2. Attach a copy of your documentation of attendance (sample certificate).

See attached certificate.

3. Affirm that you agree to keep records of credit awarded to participants for a three-year period by check below:

Yes, I agree to keep records of credit awarded to participants for a three-year period.

REQUIRED ATTACHMENTS FOR SECTION F:

- Documentation of attendance (sample certificate)

NOTE: PLEASE ALSO REFER TO APPENDIX 8 FOR EXAMPLES.

Standard G: Promotion and Advertising of Programs

PRINCIPLE

CE promotional materials must contain accurate and complete information for potential program participants.

CRITERIA

1. Sponsors must clearly indicate how potential participants may obtain the following information prior to enrolling in a CE program:
 - a. Educational objectives;
 - b. A description of the target audience and the instructional level of the activity (introductory, intermediate, or advanced);
 - c. Schedule;
 - d. Cost, including all fees and the refund/cancellation policy;
 - e. Instructor credentials, including relevant professional degree and discipline, current professional position, and expertise in program content;
 - f. The number of CE credits offered for each activity;
 - g. A clear indication of any activities within a program that are not offered for CE credit.
2. Sponsors must make clearly evident to all potential participants, prior to registration, any known commercial support for CE programs or instructors. Any other relationships that could be reasonably construed as a conflict of interest also must be disclosed. If there is no conflict of interest or commercial support, then that should be clearly stated.
3. Sponsors must assure that when referring to APA approval, the correct statement is used in all promotional materials such as ads, brochures, and announcements. When referring to APA approval, the following statement must be used:

"(Organization name) is approved by the American Psychological Association to sponsor continuing education for psychologists. (Organization name) maintains responsibility for this program and its content."¹

¹For those approved sponsors who opt to use the APA Approved CE Sponsor icon, you **MUST ALSO USE** the above approved statement.

QUESTIONS

1. Provide the promotional material/announcement for the ten most recent programs (including those listed in Standard C). If you have not offered any programs in the past year, provide brochures from your most recent activity(-ies). If you are a new applicant and have not yet offered any CE programs, attach sample promotional materials for programs you intend to offer in the future. **Please ensure you: (a) DO attach copies of your promotional material, and (b) clarify how the information listed under Criterion G.1 is made available to potential participants prior to enrollment. In cases where this information is not included in promotional materials in print format, please explain where/how participants are able to access this information (e.g., phone number, web site).**

See Attached 2017 SIP conference agenda. Our conference agenda is also accessible at sipconvention.org

2. If you receive commercial support for your CE programs or instructors, describe how you do or would make this known to potential participants.

We do not plan to receive commercial support for our programs.

REQUIRED ATTACHMENTS FOR SECTION G:

- Promotional materials/announcements for your ten most recent programs. If new applicant, provide sample promotional materials for future programs.

AGREEMENT

I understand that information in this application will be kept confidential except under the circumstances stated on pages 4-5 of the *American Psychological Association Approval of Sponsors of Continuing Education for Psychologists: Policies and Procedures Manual*. I also certify that the information provided herein is accurate and, if approved, agree to abide by the criteria and procedures set forth in the *Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*, and *Policies and Procedures Manual*.

Signature _____
CE Program Director

Date _____

NOTE: THIS APPLICATION WILL NOT BE REVIEWED UNLESS ACCOMPANIED BY THE APPROPRIATE FEE. APPLICATIONS RECEIVED AFTER THE DESIGNATED DEADLINES WILL BE CHARGED A LATE FEE OR DENIED AT THE DISCRETION OF THE CESA OFFICE.

APPENDICES

APPENDIX 1: STANDARD B: Sample Grievance Procedure

[Name of organization] is fully committed to conducting all activities in strict conformance with the American Psychological Association's Ethical Principles of Psychologists. [Name of organization] will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants. The monitoring and assessment of compliance with these standards will be the responsibility of the Education Chair in consultation with the members of the continuing education committee, the [name of organization] Ethics Chairperson and the Convention Chairperson.

While [name of organization] goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which come to the attention of the convention staff which require intervention and/or action on the part of the convention staff or an officer of [name of organization]. This procedural description serves as a guideline for handling such grievances.

When a participant, either orally or in written format, files a grievance and expects action on the complaint, the following actions will be taken.

1. If the grievance concerns a speaker, the content presented by the speaker, or the style of presentation, the individual filing the grievance will be asked to put his/her comments in written format. The CE Chair will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.
2. If the grievance concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the convention chair will mediate and will be the final arbitrator. If the participant requests action, the convention chair will:
 - a. attempt to move the participant to another workshop, or
 - b. provide a credit for a subsequent year's workshop, or
 - c. provide a partial or full refund of the workshop fee.

Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.

3. If the grievance concerns [name of organization] CE program, in a specific regard, the CE Chair will attempt to arbitrate.

Please contact [name, address, e-mail, phone number] to submit a complaint, or if you have additional questions.

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

APPENDIX 3:
STANDARD C: Illustrative Learning Objectives

Title: *Succeeding in an Academic 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 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

Acceptable learning objectives

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

Note: 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.

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. Each of the 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.

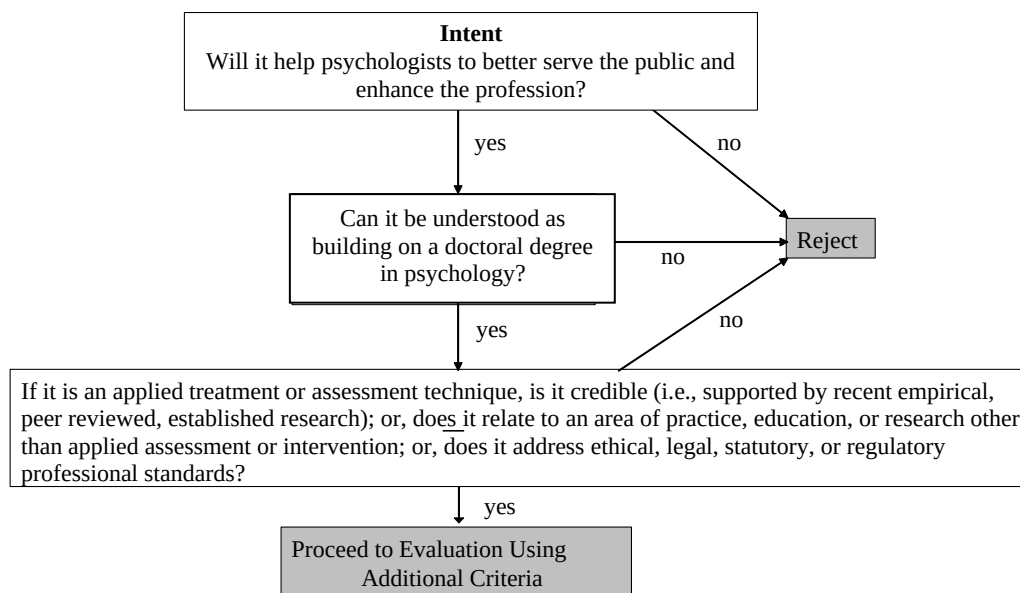
Criterion 1.2 reflects program content that pertains to ethical, professional or regulatory developments relevant to the discipline of psychology. *As an example*, Criterion 1.2 might be used to satisfy Criterion D 1 in relation to a program that emphasizes the personal or legal risks and risk management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

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 subletters 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 payors

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.

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.

APPENDIX 7:
STANDARD E: Sample Evaluation Form

CE Program Title
Sponsoring organization
Date

<h1>Instruction</h1>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The program objectives were met.					
A. Objective #1 (Write out specific objective)	1	2	3	4	5
B. Objective #2 (Write out specific objective)	1	2	3	4	5
C. Objective #3 etc. (Write out specific objective)	1	2	3	4	5
2. Accuracy and utility of content were discussed	1	2	3	4	5
3. Content was appropriate for postdoctoral level training	1	2	3	4	5
4. Instruction at a level appropriate to postdoctoral level training	1	2	3	4	5
5. Teaching methods were effective	1	2	3	4	5
6. Visual aids, handouts, and oral presentations clarified content	1	2	3	4	5

Instructor 1: Name: _____	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
7. Knew the subject matter	1	2	3	4	5
8. Presented content effectively (e.g., promoted deep reasoning and learning; included a consideration of obstacles or anomalies)	1	2	3	4	5
9. Elaborated upon the stated objectives	1	2	3	4	5
10. Maintained my interest	1	2	3	4	5
11. Answered questions effectively	1	2	3	4	5
12. Was responsive to questions, comments, and opinions	1	2	3	4	5
13. Provided a variety of applied examples (e.g., case presentations)	1	2	3	4	5

Instructor 2: Name: _____	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14. Knew the subject matter	1	2	3	4	5
15. Presented content effectively (e.g., promoted deep reasoning and learning. Included a consideration of obstacles or anomalies)	1	2	3	4	5
16. Elaborated upon the stated objectives	1	2	3	4	5
17. Maintained my interest	1	2	3	4	5
18. Answered questions effectively	1	2	3	4	5
19. Was responsive to questions, comments, and opinions	1	2	3	4	5
20. Provided a variety of applied examples (e.g., case presentations)	1	2	3	4	5

Professional & Ethical Issues			
21. Presenter (or program chair, etc.) made clearly evident, prior to registration, the following:			
a. Requirements for successful completion of activity	Yes	No	
b. Commercial support for CE program, sponsor, or instructor (or any other relationship that could reasonably be construed as a conflict of interest)	Yes	No	
c. Commercial support for content of instruction (e.g., research grants funding research findings etc.) that could be construed as a conflict of interest	Yes	No	
d. Commercial support or benefit for endorsement of products (e.g., books, training, drugs, etc.)	Yes	No	
e. 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, Setting, etc.	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
22. Facility was adequate for my needs	1	2	3	4	5
23. Special needs were met	1	2	3	4	5
24. Facility was comfortable and accessible	1	2	3	4	5
25. Food and beverage were adequate (if applicable)	1	2	3	4	5
26. Program brochure was informative and accurate	1	2	3	4	5

Learning	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
27. Information could be applied to my practice or other work context.	1	2	3	4	5
28. Information contributes to achieving personal or professional goals.	1	2	3	4	5
29. Issues of diversity were addressed.	1	2	3	4	5
30. How much did you learn as a result of this CE program?	Very Little	Little	Some	A Good Bit	A Great Deal
31. How useful was the content of this CE program for your practice or other professional development?	Not Useful	A Little Useful	Some what Useful	A Good Deal Useful	Extremely Useful
32. This program enhanced my professional expertise	Yes	No			
33. I would recommend this program to others	Yes	No			
34. Teaching methods and tools focused on how to apply program content to my practice/work environment.					
35. Learning was enhanced through a variety of media utilizing auditory, visual, and multimedia formats					
36. The presentation facilitated the integration and synthesis of information					

Participant Information					
37. Please note your profession and status (Check all that apply)	<input type="checkbox"/> Psychologist <input type="checkbox"/> Administrator	<input type="checkbox"/> Medical Professional <input type="checkbox"/> University Faculty	<input type="checkbox"/> Masters Level Licensed Therapist <input type="checkbox"/> Other: _____	<input type="checkbox"/> Social Worker <input type="checkbox"/> _____ list profession	<input type="checkbox"/> Student
38. Please note years in your profession	<input type="checkbox"/> Student	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 20+

Narrative

39. What was your overall impression of the activity? What went well? What could have been improved?

40. What did you learn that was new or different? How and/or will this information change how you practice?

41. What topics or presenters would you like to see at future CE presentations?

42. Other comments

Please use another sheet of paper if you wish to expand on your observations

APPENDIX 8:
Standard F: Sample Documentation of Attendance

DOCUMENTATION OF ATTENDANCE

Address
City, State Zip Code
Phone Number

Date

To whom it may concern:

This is to certify that (participant's name} has attended, in its entirety, the following continuing education activity sponsored by (the APA-approved provider's name):

Title/Date of Activity

CE Hours/Credits

Sincerely,

Name of Presenter/Sponsoring Organization

(Name of organization¹) is approved by the American Psychological Association to sponsor continuing education for psychologists. (Name of organization¹) maintains responsibility for this program and its content.²

¹Please only insert the FULL name of your approved organization. The statement of approval, when used, must appear in its entirety.

²Approved sponsors are not *required* to use the statement or the icon, but are **ONLY** permitted to use: (a) the statement by itself **OR** (b) the statement **PLUS** the icon. The icon does not imply approval of specific individual program content. For sponsors who **DO** opt to use the APA Approved Sponsor icon, the above approval statements must **ALSO** be used alongside (adjacent to) the icon.