

CE COURSE PROPOSAL INSTRUCTION SHEET

Complete the CE Course Proposal Form using the instructions below that include examples.

Form must be submitted to the SDPA Office no less than 60 days prior to date of course.

Form must include most recent CV and photo for promotion materials.

Form must include brief biographical paragraph for promotion materials.

Form must include a detailed content outline/timeline for the course.

Form must include a list of references for the course.

Form information may be used verbatim in course promotional materials and evaluation forms.

Presenters must comply with APA Ethical Principles of Psychologists and Code of Conduct.

If questions, please contact the Office Manager sdpa@sdpsych.org (858) 277-1463

CURRICULUM CONTENT

Course Description (At least 300 words)

Course description must demonstrate that the course content meets one of the following:

- 1.) 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;*
- 2.) Content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research;*
- 3.) 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.*

Course description must include statements that describe the accuracy and utility of the material presented, the empirical basis of such statements, the limitations of the content being taught, and the severe and the most common risks. Presenters please note that course evaluations will ask participants whether the above statements were included in the presentation.

*Course description must demonstrate that content builds upon the foundation of a completed doctoral program in psychology. **Presenters must indicate whether the course content is introductory, intermediate, or advanced.***

Course description must demonstrate that the content is relevant to psychological practice, education, and/or science.

Course description should include at least five references (research and/or theoretical) supporting the evidence-based content. At least three of the reference must be current (within the last 10 years) and ideally from peer reviewed journals rather than articles solely promoting the topic or approach. References should be presented in APA format.

Course description must include target audience (e.g. licensed psychologists, graduate psychology students, allied mental health professionals).

Course description must include a detailed content outline/timeline (see Examples below).

Conflicts of Interest

Presenter must report potential conflicts of interest. Conflicts of interest occur when an individual assumes a professional role in the planning, promotion, delivery, or evaluation of continuing education where personal, professional, legal, financial, or other interests could reasonably be expected to impair his or her objectivity, competence, or effectiveness. Presenter must clearly describe any commercial support for the CE program, presentation, or instructor. Presenter must describe any other relationship that could be reasonably construed as a conflict of interest.

EDUCATIONAL PLANNING AND INSTRUCTIONAL METHODS

Learning Objectives (see Examples below)

Presenters must list learning objectives that clearly describe:

- 1.) What participants are expected to learn:*
- 2.) How participants can apply this knowledge in practice or other professional contexts.*

Presenters should list 2-3 learning objectives for a course 1-3 hours in length, 3-4 learning objectives for a course 4-6 hours in length and 5-6 learning objectives for a course 7-8 hours in length. Learning objectives must be clear, specific to course content and relate back to course description.

Instructional Methods

Presenters must describe instructional methods that actively engage the learner to enhance acquisition of knowledge and, where appropriate, facilitate translation into practice.

Presenters must indicate whether the instructional method will be:

- 1.) Didactic – Lecture based instruction and indicate whether the presentation uses PowerPoint, video/interviews, or demonstration.*

2.) *Experiential – Involving or based on experience and observation (not more than 49% allowed) and include a description (group breakout or activities).*

Presenter Competency

Presenter must demonstrate expertise in course content and competency to teach this content at a level that builds upon a completed doctoral program in psychology. Expertise may be demonstrated by evidence of doctoral degree in psychology, teaching experience, clinical practice, research publication, and references relevant to the proposed course.

Presenters must include a brief biographical paragraph to be used for promotional materials (see Example below).

EXAMPLES OF CONTENT OUTLINE/TIMELINE:

Example #1 (2 hour course):

- Introductions (speaker, audience, course, and topic). (15 min)
- Relational aggression and its consequences: Who does what to whom and why? (15 min)
- Peer cultures and social climates: With friends like this, who needs enemies? (15 min)
- What has been done about it thus far? Treatment approaches and literature. (30 min)
- Current media attention (video clips). (30 min)
- Summary, questions and closing comments. (15 min)

Example #2 (4 hour course):

- Introduction to the aging and long-term care workshop and speakers. (15 min)
- Definition of elder abuse: California laws pertaining to abuse of the elderly. (30 min)
- Neurocognitive changes in normal versus abnormal aging. (30 min)
- Diagnosis of and early detection of dementia in the elderly. (30 min)
- Transient cognitive impairments in the elderly due to medical complications. (30 min)
- Diagnosis and treatment of depression in the elderly. (30 min)
- Murder-suicide in the elderly. (30 min)
- Psychological practice and issues in the long-term care setting. (30 min)
- Panel discussion pertaining to aging and psychological care of the elderly. (30 min)

EXAMPLES OF LEARNING OBJECTIVES:

This workshop is designed to help you:

1. Summarize basic hypnosis theory and technique;
2. Describe examples of hypnotic technique and phenomena;
3. Identify differences between acute and chronic pain;
4. Demonstrate hypnosis in controlling acute pain;
5. Demonstrate post-hypnotic suggestions to chronic pain; and
6. Demonstrate hypnotic technique in dyads.

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 BRIEF BIOGRAPHICAL PARAGRAPH:

(Name) is a licensed clinical psychologist, leading expert in the field of _____, and author of (titles) and numerous courses on the topic of _____. She/he provides trainings, workshops, and consultations nationwide and internationally. She/he currently works with the _____. She/he is also a supervising psychologist at _____, and an instructor at _____ in San Diego, California.