

# DELAWARE PSYCHOLOGICAL ASSOCIATION

## CONTINUING EDUCATION

## MANUAL for CO-SPONSORSHIP

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*May 2019, April 2021*

**DELAWARE PSYCHOLOGICAL ASSOCIATION**  
***CONTINUING EDUCATION PROGRAM***  
***CO-SPONSORSHIP POLICIES AND PROCEDURES MANUAL***

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## **A. INTRODUCTION**

In Delaware, psychologists are required to complete a minimum of forty (40) hours of continuing education (CE) every two (2) years to maintain their license to practice. The Delaware Board of Examiners of Psychologists states that programs sponsored or co-sponsored by the American Psychological Association (APA), or APA approved sponsors, are acceptable to meet the mandatory CE requirements for psychologists licensed in Delaware, provided that the program meets the other criteria for CE.

**The Delaware Psychological Association (DPA) is approved by the APA as a sponsor of CE for psychologists and must approve any programs it co-sponsors.** DPA is responsible for assuring that all criteria of the APA CE Sponsor Approval Program are met for any presentations co-sponsored by DPA. The requirements outlined in this manual are the requirements of the APA CE Sponsor Approval Program and must be adhered to by both DPA and co-sponsoring organizations.

## **B. GOAL OF THE DPA CONTINUING EDUCATION PROGRAM**

The goal of the DPA CE Program is to provide high-quality, accessible CE for psychologists and other mental health professionals throughout Delaware. DPA seeks to increase the professional competence of participants by teaching them new skills and knowledge, as well as refreshing already acquired knowledge.

### **Definition of Continuing Education for Psychologists\***

Continuing education 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.**

\*From Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists, August 2015, American Psychological Association.

## C. APPLICATION and APPROVAL PROCESS

**Any co-sponsored CE program must meet all of the requirements outlined in this document, which is based on the APA CE approval system.** A DPA member must be involved in all stages of a co-sponsored event and is responsible for making sure that all requirements are met. Please use the CE Co-Sponsor checklist - **Appendix A** - to make the process as smooth as possible for both parties.

### STEPS IN THE APPLICATION PROCESS

1. Read the DPA CE Co-sponsorship Manual
2. Use the CE Sponsor Checklist
3. Complete the Initial Application
4. Submit Initial Application
5. If approved, sign Co-Sponsorship Agreement sent by DPA
6. Submit promotion material, assuring that it meets all requirements
7. Assure throughout process that all requirements in manual are met
8. Submit the evaluation form, evaluation summary, labels and sign-in/sign-out material
9. DPA sends letters of attendance

#### **1. Initial Application Form & Fee**

An initial application (see **Appendix B**) **MUST** be submitted to DPA at least ninety (90) days before the date of the program and **MUST** be signed by an DPA member who is participating in planning the activity. It must contain all of the elements listed in the application. Please send a copy by e-mail and then send in the signed copy with payment to the DPA office. DPA must have the signed copy before final approval can be given.

Once the application is received, it will be reviewed and a decision as to whether or not DPA will co-sponsor the event will be made within thirty (**30**) days.

If the application is approved, the co-sponsoring entity may proceed, but must comply with all of the APA requirements listed in this manual. If the initial application is rejected, the letter of denial will include the reason for denial of the application.

A fee of \$200 for not-for-profit organizations/DPA members and \$600 for all other organizations/individuals per event must accompany the initial application. There will be an added expedited fee of \$150 for all applications submitted outside of the 90-day requirement. All but a \$100 administrative fee will be refunded if the application is not approved.

# DPA CO- SPONSORSHIP OPTIONS & FEES

<b><i>Application Fees:</i></b>	<b>Non-Profit</b>	<b>For Profit</b>
Application Fee (must be submitted 90 days prior to event)	\$200	\$600
Expedited Application Fee (submitted after 90-day requirement)*	\$150	\$150

<b><i>Service Option Fees:</i></b>	<b>Non-Profit</b>	<b>For Profit</b>
Letter of Attendance Distribution Only (Per Letter)	\$6	\$10
Electronically Distributed Letter of Attendance & Evaluation Analysis Report (No Breakouts)**	\$8	\$12
Paper Letter of Attendance & Evaluation Analysis Report (No Breakouts)**	\$15	\$20
Half Day Admin Support	\$300	\$300
Full Day Admin Support	\$600	\$600

<b><i>Breakout Session Fees:</i></b>	<b>Fee</b>
1-3 Sessions	\$25
4-6 Sessions	\$50
7-10 Sessions	\$75
11-13 Sessions	\$100

***\*Additional expedited application fee for any application submitted outside of the 90-day requirement.***

***\*\*Breakout sessions will be priced accordingly based on number of sessions.***

## **2. References**

Co-sponsoring organizations must submit with the initial application a minimum of **three (3)** references of ten (10) years or less for each presentation that relates to the subject matter of the program.

## **3. Co-Sponsorship Agreement**

Upon approval of the application, DPA will send a co-sponsorship agreement, which must be signed and returned to DPA electronically or by mail.

## **4. Promotional Material**

Promotional material **cannot** be distributed without prior approval by DPA.

*Co-sponsoring entities should allow thirty (30) days for review once the promotional material is submitted to the DPA office.*

All promotional materials for the event **MUST** include:

- A brief description of the material to be presented; **Appendix E**
- Learning objectives; **Appendix C**
- Target audience and the instructional level of the activity (introductory, intermediate, or advanced); **Appendix D**
- Presenter(s)' credentials, including relevant professional degree and discipline, current professional position, and expertise in program content; (**See Appendix E**);
- Schedule and format (including starting and ending hours);
- Cost, including any additional fees or expenses;
- Refund/cancellation policy;
- Attendance policy **Appendix G**;
- Number of CE credits offered for each activity;
- Contact information for participants;
- A clear indication of any activities within a program that are not offered for CE credit;
- Any known commercial support for CE programs or presenters;
- Any other relationships that could be reasonably construed as a conflict of interest;
- Mandatory APA approval statement below; See **Appendix E**

### **MANDATORY STATEMENT - THIS EXACT LANGUAGE MUST BE ON ALL PROMOTIONAL MATERIALS:**

"This program is co-sponsored by the Delaware Psychological Association and (XXXX co-sponsoring organization). The Delaware Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. DPA maintains responsibility for this program and its content."

## **D. PROGRAM EVALUATION AND AWARDING OF CREDIT** *(The presence of additional DPA administrative support may be available upon request and a revised fee structure will be determined.)*

### **1. Evaluation and Evaluation Results**

The co-sponsoring entity **MUST** provide an evaluation form to each participant, and each participant who wants CE credit must complete the evaluation.

**Every individual evaluation form MUST contain the following two questions verbatim:**

- 1) How much did you learn as a result of this CE program?
- 2) How useful was the content of this CE program for your practice or other professional development?

The co-sponsoring entity **MUST** provide DPA with the aggregate results of the evaluations for each presentation rather than copies of the individual evaluation forms. See **Appendix K** for sample evaluation compilation.

### **2. Post-Program Submission of Materials to DPA**

Within twenty (20) business days after the CE activity, the co-sponsoring entity must submit to DPA:

- The sign in/sign out sheets for each co-sponsored activity;
- A set of labels with the names and mailing addresses for all participants at the event;
- The number of psychologists attending and non-psychologists attending;
- Two (2) copies of each promotional material piece for the activity;
- One copy of the evaluation form(s). **See Appendix J – Sample Evaluation Form;**
- The aggregate results of the evaluations. See **Appendix K – Sample Evaluation Summary;**
- Fee for Letters of Attendance\*:

Please note that the per-person fee is per letter of attendance issued. For example, if a person attends a three-hour course in the morning and different three-hour course in the afternoon, there will be two (2) letters of attendance and a separate fee for each. If a person attends a 12-hour course of two (2) days, there is one (1) letter of attendance and one fee. See page 5 for the fee structure.

*\*Breakout sessions will be priced accordingly based on number of sessions.*

**Letters of Attendance will NOT be issued until DPA receives all of this information and the fees are paid.**

## **E. INSTRUCTIONAL PERSONNEL AND PROGRAM CONTENT**

### **1. Instructional Personnel**

Co-sponsoring organizations must select instructors that respect cultural, individual, and role differences, including those based on age, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Although it is not required that instructors be psychologists, they must have expertise and be competent in the area in which they teach. Expertise might be demonstrated by some combination of the following: relevant education experience such as holding a doctoral degree in psychology, review of records of previous teaching experiences, years of clinical experience, publications in areas relevant to the content being taught, evaluation forms from previously offered programs, personal knowledge of the instructor's teaching ability, and references.

### **2. Program Content**

CE programs should be relevant to psychological practice, theory and method for psychologists. Co-sponsoring organizations must adhere to the following principle and criteria:

"The content of CE 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, and be grounded in an evidence-based approach. Continuing education 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. Continuing education 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.”

\*From Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists, August 2015, American Psychological Association

### **3. References**

Co-sponsoring organizations must submit for each presentation a minimum of **three (3)** references of ten (10) years or less that relate to the subject matter of the workshop with the initial application for co-sponsorship.

### **4. Learning Objectives**

Co-sponsor organizations must have predetermined learning objectives for every CE program. 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.

The number of learning objectives required is based on the duration of the program:

One to three hours program = three-four learning objectives

Four to seven hour program = five to six learning objectives

Make sure that you refer to: **Appendix C**

## **F. OTHER MANDATORY POLICIES and PROCEDURES**

### **1. Attendance Policy**

The co-sponsoring entity must provide assurance that no sign-in will be allowed for anyone who arrives more than fifteen (15) minutes after the beginning of the program, and no one will be allowed to sign the sign-out sheet prior to the close of the activity. *No credit will be given for partial attendance.*

The co-sponsoring entity must provide a mechanism for participants to sign in at the beginning of the program, sign in after the lunch break if the afternoon session is a continuation of the morning session, and sign out at the close of the program. See **Appendix F** for a sample sign in/sign out sheet. See **Appendix G** for Attendance Policy.

Letters of Attendance will be issued by DPA within twenty (20) business days of receiving the sign-in/sign out sheets, as well as a set of labels containing the names and addresses of all participants. Letters of Attendance will only be issued if the co-sponsoring organization has met all of the requirements for co-sponsorship.

***(The presence of additional DPA administrative support may be available upon request and a revised fee structure will be determined.)***

## **2. Accessibility and Special Accommodations, Grievance Policies**

The co-sponsoring entity must comply with DPA's Accessibility and Grievance policies. See **Appendix H** and **Appendix I**.

If special requests are received, it is the responsibility of the co-sponsoring entity to make the necessary arrangements (i.e., provide assistance to visually impaired registrants or provide sign language interpreters, provide large-print handouts, etc.).

The co-sponsor and DPA must be alerted of any participant complaints in a timely manner. The complaints will be dealt with on an individual basis in a reasonable, ethical and timely fashion using the DPA CE Grievance Policy – **Appendix I**.

## **3. Standards for Awarding CE Credit**

Continuing education programs must be at least one hour in length. Credit can be given in a half-hour increment after the initial hour (i.e., 1 hour and 30 minutes equals 1.5 credits) if that is the intended and stated duration of the CE event. There is no partial credit for participants who attend only a portion of the entire duration of a CE activity. Participants must stay for the entire stated duration of the program or forfeit their CE credit altogether.

DPA will keep a record of attendance for at least five (5) years after a CE activity.

## **4. Ethical Standards**

Co-sponsored CE activities should conform to the highest ethical standards available to psychologists. Presenters must comply with the most recent edition of the *APA Ethical Principles of Psychologists*. <http://www.apa.org/ethics/code/index.aspx>

Ways in which CE activities must adhere to APA's Ethics Code are:

- Demonstrations or procedures carried out by presenters must conform to the highest ethical and professional standards as currently established by *APA's Ethical Principles of Psychologists*;
- Claims made that imply new, innovative, or breakthrough types of findings should be defined as such and may require substantiation via empirical data;
- There shall be no discrimination when selecting participants or selecting presenters;
- Presenters shall be chosen for their expertise to meet specific needs of participants. Both men and women are selected to present. No selection of presenters is made on a basis of their gender, race, or other individual differences;
- Ensure the security of tests and proprietary information, and the confidentiality of individuals and organizations. Confidentiality of instructional materials shall be respected. Workshop records are kept in the DPA office and are not open to the public. Only the CE administrator, DPA staff and CE Committee members shall have access to those records.
- Workshop participants should be informed if a presentation may be particularly stressful or upsetting.

## **G. APPENDIX:**

Co-Sponsor Checklist	A
Initial Application for Co-Sponsorship	B
Learning Objective Guidelines	C
Target Audience and Instructional Levels	D
Sample Promotional Material	E
Sample Sign In/Sign Out Sheet	F
Attendance Policy	G
Accessibility Policy	H
Grievance Policy	I
Sample Evaluation Form	J
Sample Evaluation Summary	K

## APPENDIX A

### Co-sponsorship Check List for Category A CE Credits

Please be sure the following steps are completed throughout the co-sponsor process.

**NOTE: The brochure/flyer you will be using for the event MUST be emailed to Kelly Wetzel at [admin@depsych.org](mailto:admin@depsych.org) for review and approval before distribution.**

- ☐ **Printed and reviewed DPA's CE Co-Sponsorship Manual for Category A CE Credit**  
(Go to [www.depsych.org](http://www.depsych.org) and click on the Continuing Education tab to locate CE Manual)
- ☐ **Initial Application completed and sent** via email to Kelly Wetzel being sure the following are noted:
  - ☐ Steps 1-11 of application are completed
  - ☐ Number of CE hours requested must be listed allowing for 15-minute breaks and lunch
  - ☐ DPA member responsible for program listed and has signed the application
  - ☐ Initial application fee (\$200 not for profit or \$600 for profit) sent to:  
DPA, 1732A Marsh Road, Suite 155, Wilmington, DE 19810  
*\*All but a \$100 administrative fee will be refunded if the application is not approved.*
- ☐ **Promotional Material contains all required elements and is approved by DPA prior to distribution**
  - ☐ **Continuing Education Statement must be in promotional material as stated below.**  
The program is co-sponsored by the Delaware Psychological Association and the XXXXXXXXXXXXXXXX. The Delaware Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The Delaware Psychological Association maintains responsibility for this program and its content. This program is offered for (XX) hours of continuing education credit.
  - ☐ **Attendance Policy must be included in promotional material as noted below.**  
ATTENDANCE POLICY - To receive credit, you must be present for the entire session, and you must sign the sign-in and sign-out sheets. No credit will be given to participants who are more than 15 minutes late at the beginning of any session. No credit will be given to participants who leave before the close of a session.
  - ☐ **Other information required in Promotional Material: (examples are in CE manual on website)**
    1. description of the program to be offered - see Appendix E
    2. learning objectives - see Appendix C
    3. participants and skill levels for which the program is appropriate - Appendix D
    4. schedule and format (including starting and ending hours) - see Appendix E
    5. cost, refund/cancellation policy, and any additional fees or expenses
    6. presenters' credentials (for each presenter) - see Appendix E
    7. a minimum of 3 references in the last 10 years for each separate presentation
    8. number of continuing education credit hours offered for each separate presentation
- ☐ **Co-Sponsor Agreement letter** ☐ Signed ☐ Dated ☐ Returned to DPA  
**Note: Please inform participants prior to and at the workshop/conference that documentation of attendance will be mailed within 20 business days from the time DPA receives the materials from the host of the workshop/conference. If DPA is not able to do this within the 20 business days, the host will receive an email letting them know when the CE document of attendance will be mailed.**
- ☐ **After the Co-sponsored Event, this information to be sent to DPA:**
  - ☐ \$6 per CE letter to be (nonprofit) \$10 CE letter to be (for profit)
  - ☐ Sign In/Out Sheets (showing clearly that person has signed in and out) - See Appendix F
  - ☐ 2 Copies of Promotional Materials (brochure/flyer) (also email copy to Kelly)
  - ☐ 2 Clean copies of evaluation form used
  - ☐ Participant numbers: **Important:** How many total psychologists/non-psychologists that attended, even if they **did not** complete an evaluation for credit
  - ☐ Evaluation compilation of the event by participants (also email to Kelly) - see Appendix K  
**Important:** Evaluation **must** be completed to receive CE credit; all participants should complete evaluation regardless of CE credit
  - ☐ Mailing labels for those paying for CE letter of attendance

**APPENDIX B - APPLICATION FOR CONTINUING EDUCATION CO-SPONSORSHIP  
WITH THE DELAWARE PSYCHOLOGICAL ASSOCIATION**

Please email to: [admin@depsych.org](mailto:admin@depsych.org)

1. Organization or Individual \_\_\_\_\_
2. Address \_\_\_\_\_
- City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_
- Phone \_\_\_\_\_ E-Mail \_\_\_\_\_
- Contact Person \_\_\_\_\_

3. Name of DPA Member who will be a part of the planning process: (please print) \_\_\_\_\_

**(DPA requires that at least one DPA member be an integral part of planning this continuing education activity, sign this application, and assure adherence to DPA policies on continuing education.)**

4. Date(s) of the Activity \_\_\_\_\_
5. Location(s) \_\_\_\_\_

6. Status of Group: \_\_\_\_\_ Not-for-Profit\* \_\_\_\_\_ For-Profit \_\_\_\_\_ Governmental
- \*Copy of IRS tax letter must accompany application to be recognized as a not-for-profit organization.

7. Title of Program(s) \_\_\_\_\_
- If only one offering, give that title; if more than one give overall conference title then individual presentation titles in #8.

8. PROGRAM CONTENT – FOR EACH PRESENTATION, PLEASE PROVIDE THE FOLLOWING:

- a. Title of each presentation
- b. The narrative description of each presentation – see Appendix E for examples (if there is more than one presentation, a narrative is needed for each presentation)
- c. The learning objectives for each presentation – There should be three to four objectives for a one - to - three hour program; five to six objectives for a four - to - seven hour program. (see Appendix C)
- d. The name of each presenter, including degree, discipline, current professional information and any other information that will be in your promotional material (See Appendix E)
- e. If a program is intended to meet ethics credit, please indicate this on information you are submitting (see Appendix S)
- f. For each program indicate learning level: Basic, Intermediate or Advanced (see Appendix D)
- g. The number of credits to be awarded for each session (1 credit per hour)
- h. A minimum of 3 references within the past 10 years that relate to the subject of the presentation **must be submitted. Example:** Freeman, A. J., Youngstrom, E. A., Youngstrom, J. K., & Findling, R. L. (2016). Disruptive Mood Dysregulation Disorder in a Community Mental Health Clinic: Prevalence, Comorbidity and Correlates. *Journal of Child & Adolescent Psychopharmacology*. doi:10.1089/cap.2015.0061

9. Number of CE Hours applying for (list each presentation if separate CE offered): \_\_\_\_\_

10. \_\_\_\_\_
- Signature of DPA Member accepting responsibility for compliance with the requirements of the DPA CE Manual \_\_\_\_\_ Date \_\_\_\_\_

11. \_\_\_\_\_
- Signature of Contact Person for Applicant who agrees to comply with the requirements of the DPA CE Manual \_\_\_\_\_ Date \_\_\_\_\_

**Submit to:** DPA, Attention: Kelly Wetzel – 1732A Marsh Road, Suite 155, Wilmington, DE 19810 phone: 302-475-1574 email: [admin@depsych.org](mailto:admin@depsych.org)

## APPENDIX C

### Guidelines for Writing Learning Objectives

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.

**NUMBER OF OBJECTIVES** - There should be three to four objectives for a one - to - three hour program; five to six objectives for a four- to-seven hour program.

Please follow these guidelines for developing your objectives for your DPA or Co-sponsored presentation:

- 1) Objectives must be both observable and measurable (by both quantitative and qualitative criteria).
- 2) Use of words such as *understand*, and *learn* in writing objectives are to be avoided as they are difficult to measure. See page two for examples of acceptable and unacceptable terminology.
- 3) Objectives should be unambiguous.
- 4) Objectives should be results-oriented, clearly written, and specific.
- 5) Objectives should communicate successful learning in behavioral terms.

#### Examples

**1. Unacceptable Learning Objective:**

Participants will be able to recognize at least 6 common types of automatic thoughts illustrated by brief transcripts of client-psychologist therapeutic interactions.

**Acceptable Learning Objective:**

Participants will be able to identify and categorize accurately at least 6 common types of automatic thoughts illustrated by brief transcripts of client-psychologist therapeutic interactions.

**2. Unacceptable Learning Objective:**

Participants will know the advantages of using SNRI antidepressants in the treatment of depressed adults.

**Acceptable Learning Objective:**

Participants will state at least 3 criteria for selecting an SNRI antidepressant vs. an SSRI antidepressant in the treatment of Major Depressive Disorder in adults with a history of recurrent depressive episodes.

**3. Unacceptable Learning Objective:**

Participants will understand how to write case support goals that are acceptable for use in a person-centered case support plan.

**Acceptable Learning Objective:**

Based upon a vignette provided by the instructor, participants will write 3 case support goals that are consistent with the principles that guide the development of a person-centered case support plan.

**4. Unacceptable Learning Objective:**

Participants will be able to distinguish a hypo manic episode from a manic episode.

**Acceptable Learning Objective:**

Participants will name 4 reliable criteria for distinguishing hypomania from mania.

Learning objectives should focus on the learner's experience and include measurable behaviors. For example, whether a learner can demonstrate a technique or list major components of a concept can, theoretically, be measured at the end of the seminar. In contrast, whether the participant knows or has learned the technique or theory is not easily measured. Consistent with APA standards, we encourage speakers to use active, measurable verbs to support learning objectives.

- **Examples of strong, active learning objectives:**

- Describe at least two theoretical approaches . . .
- Explain the nexus between . . . .
- Recognize differences between . . . .

- **Additional verbs which support strong, active learning objectives:**

List	Demonstrate
Describe	Prepare
Recite	Use
Write	Assess
Discuss	Compare
Explain	Rate
Predict	Summarize
Apply	Employ

- **Verbs to avoid:**

Know  
Understand  
Learn  
Appreciate  
Become aware of  
Become familiar with

## APPENDIX D

### Guidelines for Target Audience and Instructional Level

**CO-SPONSORS - Please include the Target Audience and the Instructional Level (Basic, Intermediate or Advanced) for each speaker when you submit a flyer/brochure/workshop for DPA to co-sponsor. The co-sponsorship will not be approved without this information. Please use the information below to assist speakers in providing target audience and instructional level. When DPA is requesting information from a speaker, the information below is sent to them to assist in determining the Target Audience Classification.**

#### Target Audience

The target audience for DPA and co-sponsored continuing education events is licensed psychologists and other licensed mental health professionals. All programs **MUST** be at an appropriate level for psychologists to be considered for approval.

#### Speaker Guidelines for Determining the Workshop's Instructional Level

Thank you for your willingness to present to our membership. In order to enhance our members' ability to select presentations that will most meet their needs, we categorize each offering as "Basic", "Intermediate", or "Advanced", as a function of the type of material that will be presented and the expertise/knowledge that the audience should have prior to attending the workshop/institute. Please carefully review your topic and presentation materials and select the category from the three described below which best categorizes your topic. The information below is intended to serve as a guideline. Members of the Program/CE committee are available to help you determine which category best describes your presentation at your request.

- ❖ **"Basic"**: This best describes a topic or issue that the prospective audience is encountering for the first time in a meaningful way. In a "Basic" workshop/institute:
  - The audience is introduced to the topic and/or technique
  - It is appropriate to review DSM criteria
  - The presenter can expect people in the audience who have become interested without experience
  - The audience will expect more background information on the topic/issue, theoretical foundation, etc.
- ❖ **"Intermediate"**: This best describes a topic or issue that the audience likely has a theoretical foundation for understanding and/or a working knowledge of the DSM criteria. In an "Intermediate" workshop/institute:
  - It is appropriate to provide a very brief review of the DSM
  - The presenter can expect questions based on experience of the participants
  - It is appropriate to include audience participation in case studies
- ❖ **"Advanced"**: This best describes a topic or issue about which the audience has significant knowledge and/or experience with the subject area. In an "Advanced" workshop/institute:
  - It is appropriate to include a demonstration, use role play, etc., in other words more experiential or *in vivo* learning
  - The audience will expect you to introduce and discuss "cutting edge" issues related to the topic



## APPENDIX E

### SAMPLES FOR PROMOTIONAL MATERIAL

**REMINDER:** A minimum of three (3) current\* references must accompany the initial application of all prospective speakers, and should relate to the topic of the speaker's presentation. The references do not have to appear in the promotional material – that is optional.

*\*within the past 10 years*

**REMINDER - THE FOLLOWING STATEMENT MUST APPEAR ON THE PROMOTIONAL MATERIAL EXACTLY AS WRITTEN BELOW.**

Mandatory Statement:

"This program is co-sponsored by the Delaware Psychological Association and (XXXX co-sponsoring organization). The Delaware Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. DPA maintains responsibility for this program and its content."

### SAMPLE ONE

"Awareness, Identification & Management of Culture-based Countertransference"  
Dr. Dana Crawford Ph.D.  
Pediatric Psychologist

Even for the most seasoned, well-intentioned practitioner, cultural factors (i.e., political views, gender identity, nationality, etc.) are likely to elicit reactivity. Culture is fluid and is constantly changing; therefore we as practitioners need a systematic approach to mitigating our biases and identifying our blind spots. In other words, a sophisticated, concise, and action-oriented approach to cultural competency is vital. This training is geared toward practitioners who strive to provide optimal and meaningful care to patients. This training moves beyond traditional cultural competency approaches by providing a concrete, easy to access approach to identifying and managing cultural reactivity while working in a fast-paced setting.

At the completion of this workshop, you will be able to:

- (1) Articulate the role of prejudice, bias, and racism in providing clinical care
- (2) Describe the 5 components of the culture-based countertransference model
- (3) Identify personal reactivity responses based on specific cultural trigger
- (4) Explain how the affective, behavioral, and cognitive space is adjusted when experiencing culture-based countertransference reactivity
- (5) Employ a 5 step systematic approach to identifying and managing culture-based reactivity
- (6) Identify the role of cultural bias in clinical formation and ethical standards for culturally competent practice

**Instructional Level:** Intermediate

**Educational Format:** Lecture, Case Vignettes, Interactive group learning, Discussion

Dr. Dana E. Crawford is a pediatric psychologist. She is currently Director of Professional Development for the Pediatric Behavioral Health Integration Program and the Director of Trauma-Informed Care Program at Montefiore Medical Group. Her research focuses on trauma, cultural competency, and the development of culturally relevant interventions. She has received a number of awards for her work on trauma and culture-informed treatments and has appeared on local, national, and international media platforms. Dr. Crawford is a graduate of Howard, Temple and Miami Universities and has degrees in nursing, counseling, African-American studies, psychology, and the arts.

*The presenter does not have any commercial support and/ or conflict for interest for this program.*

**INFORMATION: MORNING WORKSHOPS - FRIDAY, APRIL 28**

**Time:** 9:00 am – 4:30 pm

**Credit:** 6 hours Continuing Education Credit

**Attendance:** To receive credit, you must be present for the entire workshop, and you must sign the sign-in/sign-out sheets. No partial credit will be given.

**Registration:** \$150 DPA Members  
\$210 Non-Members  
\$50 Students

**Please Note:** THOSE WHO ATTEND THE WORKSHOP AND COMPLETE THE APA EVALUATION FORM WILL RECEIVE THREE CONTINUING EDUCATION CREDITS. PLEASE NOTE THAT APA CE RULES REQUIRE THAT WE ONLY GIVE CREDIT TO THOSE WHO ATTEND THE ENTIRE WORKSHOP. THOSE ARRIVING MORE THAN 15 MINUTES AFTER THE SCHEDULED START TIME OR LEAVING BEFORE THE WORKSHOP IS COMPLETED WILL NOT BE ELIGIBLE TO RECEIVE CE CREDITS.

**SAMPLE TWO**

“Mindfulness for Clients and Ourselves: Concepts, Benefits, and Practices”

Kris Bronson, Ph.D., Rachel Daltry, Psy.D.,  
Licensed Psychologists

Mindfulness and mindfulness-based therapies have recently gained attention in behavioral health. This intermediate workshop will present an overview of the concepts, benefits, and practices of mindfulness. We will describe ways to teach clients how to engage in the present moment, with their internal experiences, and how to apply mindfulness practices in therapy. Participants will learn how to bring mindfulness to their role as therapists as well as into daily life. Throughout this interactive workshop participants will discuss and learn mindfulness skills, practices, and techniques. We will discuss how multicultural factors including age, gender, religion, and spirituality may impact using mindfulness with clients. Empirical support for the efficacy of mindfulness and helpful resources for further learning will also be presented.

At the completion of this workshop, you will be able to:

- Explain what mindfulness is.
- Explain the importance of a person's being connected with their internal experiences and of being more present-moment focused.
- Apply specific mindfulness practices in therapy and in your own life.
- Anticipate and address concerns and misconceptions clients raise related to mindfulness practices.
- List and recommend resources for further learning and additional practice.

**Instructional Level:** Intermediate

**Educational Format:** Lecture and Discussion

**INFORMATION: AFTERNOON WORKSHOPS - FRIDAY, APRIL 28**

**Time:** 9am – 12:15 pm

**Credit:** 3 hours Continuing Education Credit

**Attendance:** To receive credit, you must be present for the entire workshop, and you must sign the sign-in/sign-out sheets. No partial credit will be given.

**Registration:** \$75 DPA Members  
\$105 Non-Members  
\$45 Students

**Please Note:** THOSE WHO ATTEND THE WORKSHOP AND COMPLETE THE APA EVALUATION FORM WILL RECEIVE THREE CONTINUING EDUCATION CREDITS. PLEASE NOTE THAT APA CE RULES REQUIRE THAT WE ONLY GIVE CREDIT TO THOSE WHO ATTEND THE ENTIRE WORKSHOP. THOSE ARRIVING MORE THAN 15 MINUTES AFTER THE SCHEDULED START TIME OR LEAVING BEFORE THE WORKSHOP IS COMPLETED WILL NOT BE ELIGIBLE TO RECEIVE CE CREDITS.

**4/2021**

## APPENDIX F

## CONFERENCE SIGN IN – SIGN OUT SHEET

**PLEASE PRINT FIRST/LAST NAME**

[illegible]

## **APPENDIX G**

### **DELAWARE PSYCHOLOGICAL ASSOCIATION**

#### **POLICY AND PROCEDURE MANUAL**

**TOPIC:** ATTENDANCE AT CONTINUING EDUCATION OFFERINGS

**OBJECTIVE/BACKGROUND:**

To establish a policy regarding attendance at continuing education offerings to be eligible to receive continuing education credit.

**PROCEDURES:**

- I. To be eligible to receive a continuing education letter of attendance for credit, a participant must attend the entire institute or workshop that is offered for credit.
- II. No partial credit will be given.
- III. No credit will be given to participants who are more than 15 minutes late at the beginning of any segment of a continuing education offering. No credit will be given to those participants who leave more than 15 minutes before the end of the presentation.
- IV. To receive credit, a participant must sign the sign-in/sign-out sheet for each segment of an offering where sign-in/sign-out is required for attendance.
- V. DPA Staff do not have the authority to waive this policy.

## **APPENDIX H**

### **DELAWARE PSYCHOLOGICAL ASSOCIATION**

#### **POLICY AND PROCEDURE MANUAL**

**TOPIC:** ACCESSIBILITY OF CONTINUING EDUCATION OFFERINGS

**OBJECTIVE/BACKGROUND:**

To establish a policy regarding accessibility of continuing education offered or co-sponsored by DPA.

**PROCEDURES:**

- I. Facilities where DPA or a co-sponsor holds continuing education activities must provide adequate space for the kind of educational methodology used and be private enough to safeguard confidentiality of case material or work samples.
- II. It is recommended that a classroom style arrangement be used for all workshops.
- III. All facilities must be accessible to those who are physically challenged. If special requests are received, DPA or a co-sponsor will attempt to make the necessary arrangements (e.g. provide assistance to visually impaired registrants or provide sign language interpreters).

## APPENDIX I

### DELAWARE PSYCHOLOGICAL ASSOCIATION

#### POLICY AND PROCEDURE MANUAL

**TOPIC:** GRIEVANCE PROCEDURES FOR CONTINUING EDUCATION

**OBJECTIVE/BACKGROUND:**

To establish a procedure for handling any grievances related to continuing education programs sponsored or co-sponsored by DPA.

**PROCEDURES:**

- I. The Delaware Psychological Association is fully committed to conducting all activities in conformance with the American Psychological Association's Ethical Principles of Psychologists. The Delaware Psychological Association 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 Continuing Education (CE) Chair(s) in consultation with the members of the Continuing Education Committee.
- II. When a participant, either orally or in writing, expresses a grievance and requests action, the following actions may be taken:
  - A. 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(s) will then pass on the comments to the speaker, assuring the confidentiality of the aggrieved individual.
  - B. If the grievance concerns a workshop offering, its content, level of presentation or the facilities in which the workshop was offered, the CE Chair will mediate and will be the final arbitrator. If the participant requests action, the CE Chair will:
    1. attempt to move the participant to another workshop,
    2. provide a credit for a subsequent workshop, or
    3. provide a partial or full refund of the workshop fee.

- C. Actions B.2. and B.3. will require a written note documenting the grievance, for record keeping purposes. The note need not be signed by the aggrieved individual.
  - D. If the grievance concerns the Delaware Psychological Association CE program, in a specific regard, the CE Chair(s) will attempt to arbitrate.
- III. Confidential records of all grievances will be kept in a locked file in the office of the Delaware Psychological Association. A copy of this Grievance Procedure will be available upon request.



# APPENDIX J



\*Required Question(s)

Progress:

Please complete the following 4 questions regarding learning objectives, instruction, instructor and professional and ethical issues.

\* 1. Rate how the objectives were met. Participants will be able to:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Enter learning objectives here:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 2. Instruction

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Accuracy and utility of content were discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content was appropriate for postdoctoral level training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction at a level appropriate to postdoctoral level training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods were effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual aids, handouts, and oral presentations clarified content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content included discussion of diversity, inclusion, equity and social justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 3. Instructor

Strongly

Neither Agree nor

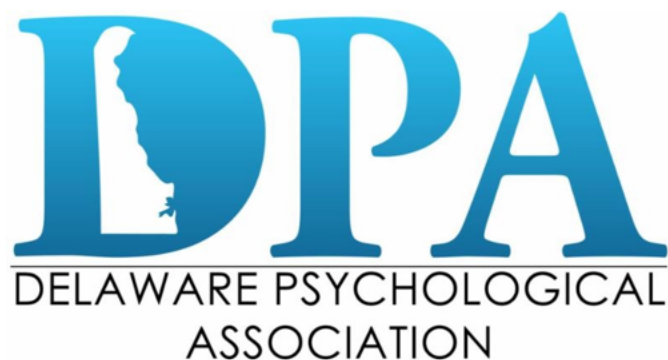
Strongly

	Agree	Agree	Disagree	Disagree	Disagree
<b>Knew the subject matter</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Taught the subject competently</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Elaborated upon the stated objectives</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Presented content in an organized manner</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Maintained my interest</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Answered questions effectively</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Was responsive to question, comments, and opinions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ✱ 4. Professional & Ethical Issues:  
Presenter (or program chair, etc.) made clearly evident, prior to registration, the following:

	Yes	No
<b>Requirements for successful completion of activity</b>	<input type="radio"/>	<input type="radio"/>
<b>Commercial support for CE program, sponsor, or instructor (or any other relationship that could reasonably be construed as a conflict of interest)</b>	<input type="radio"/>	<input type="radio"/>
<b>Commercial support for content of instruction (e.g., research grants funding research findings etc.) that could be construed as a conflict of interest</b>	<input type="radio"/>	<input type="radio"/>
<b>Commercial support or benefit for endorsement of products (e.g., books, training, drugs, etc.)</b>	<input type="radio"/>	<input type="radio"/>
<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?</b>	<input type="radio"/>	<input type="radio"/>

Continue >



\*Required Question(s)

Progress:

Please complete the following 4 questions about the webinar.

\* 5. Webinar Ease of Use

	Extremely Easy	Very Easy	Somewhat Easy	Not Easy	Very Difficult
<b>How was the ease of use for this webinar?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

500 characters left.

\* 6. Length of Webinar

How did you feel about the length of the webinar?

- ☐ Too short
- ☐ Too long
- ☐ Just right

Comment:

500 characters left.

✖ 7. Best Time for Webinar

What time of day works best for you for our next webinars?

☐ 9AM-12PM

☐ 1PM-4PM

☐ 5PM-8PM

☐ Other

Comment:

500 characters left.

8. What specific webinar features could be improved for next time (example: question asking processes, sound, video, slideshow visibility, etc.)?

350 characters left.

Continue >



\*Required Question(s)

Progress:

Please complete the following 5 questions regarding your overall learning from today, as well as your profession.

\* 9. Learning I.

	Strongly Agree	Agree	Does Not Apply	Disagree	Strongly Disagree
Information could be applied to my practice (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information could contribute to achieving personal or professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural, racial, ethnic, socioeconomic, and gender differences were considered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 10. Learning II.

	Extremely Useful	Very Useful	Somewhat Useful	Little Useful	Not Useful
How useful was the content of this CE program for your practice or other professional development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 11. Learning III.

	A Great Deal	A Good Bit	Some	Little	Very Little
How much did you learn as a result of this CE program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 12. Learning IV.

	Yes	No
Did this program enhance your professional expertise?	<input type="radio"/>	<input type="radio"/>

Would you recommend this program to others?

☐☐

✖ 13. Please note your profession and status (Check all that apply).

- ☐ Psychologist
- ☐ Medical Professional
- ☐ Masters Level Licensed Therapist
- ☐ Social Worker
- ☐ Administrator
- ☐ University Faculty
- ☐ Student
- ☐ Other

Continue >



Progress:

The following 4 questions are not required, but we encourage you to share any additional feedback about the webinar.

14. What was your overall impression of the webinar? What went well? What could have been improved?

350 characters left.

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

350 characters left.

16. What topics of presenters would you like to see at future CE presentations?

350 characters left.

17. Other Comments:

350 characters left.

Finish

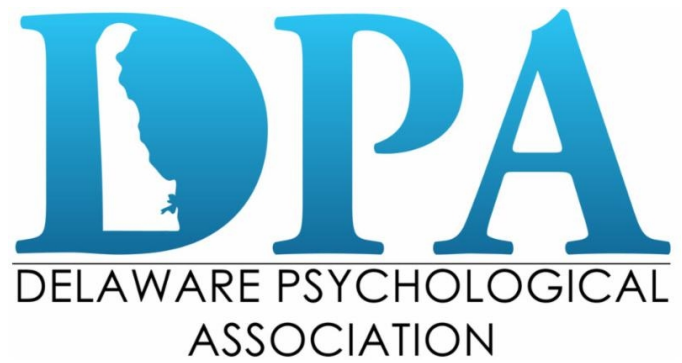




Thank you for completing the electronic evaluation and attending the webinar. We value and appreciate your input. Please note, you will receive your CE certificate next week.

Best regards,  
Delaware Psychological Association

# APPENDIX K



## Constant Contact Survey Results

**Survey Name:** Electronic Evaluation

**Response Status:** Partial & Completed

**Filter:** None

4/16/2021 12:03 PM EDT

---

### TextBlock:

Please complete the following 4 questions regarding learning objectives, instruction, instructor and professional and ethical issues.

---

**\***Rate how the objectives were met. Participants will be able to:

1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
						72	1.2
						72	1.2
						72	1.4

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

## \*Instruction

1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
Accuracy and utility of content were discussed						72	1.2
Content was appropriate for postdoctoral level training						72	1.2
Instruction at a level appropriate to postdoctoral level training						72	1.2
Teaching methods were effective						72	1.2
Visual aids, handouts, and oral presentations clarified content						72	1.3
Content included discussion of diversity, inclusion, equity and social justice						72	1.1

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

## \*Instructor

1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
Knew the subject matter						72	1.0
Taught the subject competently						72	1.1
Elaborated upon the stated objectives						72	1.1
Presented content in an organized manner						72	1.1
Maintained my interest						72	1.1
Answered questions effectively						72	1.1
Was responsive to question, comments, and opinions						72	1.1

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

**\*Professional & Ethical Issues: Presenter (or program chair, etc.) made clearly evident, prior to registration, the following:**

1 = Yes, 2 = No

Answer	1	2	Number of Response(s)	Rating Score*
Requirements for successful completion of activity			72	1.0
Commercial support for CE program, sponsor, or instructor (or any other relationship that could reasonably be construed as a conflict of interest)			72	1.0
Commercial support for content of instruction (e.g., research grants funding research findings etc.) that could be construed as a conflict of interest			72	1.0
Commercial support or benefit for endorsement of products (e.g., books, training, drugs, etc.)			72	1.0
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?			72	1.0

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

**TextBlock:**

Please complete the following 4 questions about the webinar.

**\*Webinar Ease of Use**

1 = Extremely Easy, 2 = Very Easy, 3 = Somewhat Easy, 4 = Not Easy, 5 = Very Difficult

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
How was the ease of use for this webinar?						72	1.7

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

### \*Length of Webinar How did you feel about the length of the webinar?

Answer	0%	100%	Number of Response(s)	Response Ratio
Too short			8	11.1 %
Too long			5	6.9 %
Just right			59	81.9 %
No Response(s)			0	0.0 %
Totals			72	100%

### \*Best Time for Webinar What time of day works best for you for our next webinars?

Answer	0%	100%	Number of Response(s)	Response Ratio
9AM-12PM			45	62.5 %
1PM-4PM			37	51.3 %
5PM-8PM			10	13.8 %
Other			2	2.7 %
Totals			72	100%

What specific webinar features could be improved for next time (example: question asking processes, sound, video, slideshow visibility, etc.)?

28 Response(s)

### TextBlock:

Please complete the following 5 questions regarding your overall learning from today, as well as your profession.

### \*Learning I.


1 = Strongly Agree, 2 = Agree, 3 = Does Not Apply, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
Information could be applied to my practice (if applicable)						72	1.2
Information could contribute to achieving personal or professional goals						72	1.2
Cultural, racial, ethnic, socioeconomic, and gender differences were considered						72	1.1

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

### \* Learning II.

1 = Extremely Useful, 2 = Very Useful, 3 = Somewhat Useful, 4 = Little Useful, 5 = Not Useful

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
How useful was the content of this CE program for your practice or other professional development?						72	1.4

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

### \* Learning III.



1 = A Great Deal, 2 = A Good Bit, 3 = Some, 4 = Little, 5 = Very Little

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
How much did you learn as a result of this CE program?						72	1.5

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

### \* Learning IV.

1 = Yes, 2 = No

Answer	1	2	Number of Response(s)	Rating Score*
Did this program enhance your professional expertise?			72	1.0
Would you recommend this program to others?			72	1.0

\*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

### \* Please note your profession and status (Check all that apply).

Answer	0%	100%	Number of Response(s)	Response Ratio
Psychologist	<div><div></div></div>		62	86.1 %
Medical Professional	<div><div></div></div>		0	0.0 %
Masters Level Licensed Therapist	<div><div></div></div>		5	6.9 %
Social Worker	<div><div></div></div>		5	6.9 %
Administrator	<div><div></div></div>		2	2.7 %
University Faculty	<div><div></div></div>		2	2.7 %
Student	<div><div></div></div>		1	1.3 %
Other	<div><div></div></div>		2	2.7 %
Totals			72	100%

---

**TextBlock:**

---

The following 4 questions are not required, but we encourage you to share any additional feedback about the webinar.

---

What was your overall impression of the webinar? What went well? What could have been improved?

---

47 Response(s)

---

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

---

37 Response(s)

---

What topics of presenters would you like to see at future CE presentations?

---

24 Response(s)

---

Other Comments:

---

18 Response(s)