

# **GUIDELINES FOR PRESENTERS OF CONTINUING EDUCATION WORKSHOPS**

## **1. APA Guidelines for Continuing Education**

Continuing Education (CE) in psychology is an ongoing process consisting of formal learning activities that:

- Are relevant to psychological practice, education and science
- Enable psychologists to keep pace with the most current scientific evidence regarding assessment, intervention, and education as well as important legal, statutory or regulatory issues
- Allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

## **2. Maryland Board of Examiners Goals of Continuing Education**

- Shall **meet one or more** of the following objectives:
  - Maintains the professional competency of psychologists
  - Increases the professional skills and knowledge of psychologists
  - Prepares psychologists for new roles or responsibilities in the practice of psychology
  - Expands the science of psychological theory, method, or practice; and
- May **not** include:
  - Business meetings
  - Professional committee meetings
  - Presentations and publications primarily intended for a lay audience

## **3. Goals of the Maryland Psychological Association Foundation Continuing Education**

### **4. Preparing Your Proposal:**

- The audience for your presentation will be psychologists, primarily doctoral level clinical practitioners. The expectation is that all CE programs presented by MPA for psychologists will facilitate the highest quality professional work, whether in clinical applications, consultation, or research. CE for psychologists should be designed to meet the specific needs of post-doctoral professionals within the field and incorporate the latest research and knowledge on topics discussed. If available, recent references should be utilized.
- The MPA Educational Affairs Committee, after coordinating workshops for many years, has formulated the following guidelines and suggestions for presenters in order to assure that workshops meet the standards expected by the members and by those who approve our continuing education offerings for psychologists.
  - i. MPA workshop presenters must provide a current Curriculum Vitae.
  - ii. When writing your workshop description please consider the following:
    1. Presentations should be grounded in recent research with at least one reference from within three years and one peer reviewed article within the last 10 years, when possible. Also demonstrate that information and programs are based on a methodological, theoretical, research, or practice knowledge base.
    2. Presentations that include skill building and applying concepts and theories to clinical work are typically well received.
    3. Break out rooms, demonstrations, case discussions, and video/audio clips often enhance presentations. Be very sure confidentiality is respected as per APA ethical standard 4.07.
    4. Be aware of the diversity of both your audience and the clients they serve. You should address how the application of your topic might vary with regard to cultural diversity, racial, ethnic, socioeconomic, gender, and any other relevant cultural differences in their presentations.
    5. If there is participant disclosure, the presenter should remind the audience of the confidentiality of such disclosures.

6. The MPA Ethics Committee and our APA sponsoring organization encourage MPA workshop presenters to include in their workshops a segment dealing with highlighting ethical dilemmas encountered in utilizing the skills being taught.
7. When writing learning objectives and/or post-test questions, please review the attached document on “**Writing behavioral learning objectives and Post Tests**” at the end of this document (page 4)

- Proposal submission should include one objective per hour of presentation
- Please include at least 3 references for a 1.5 hour workshop and 5 from a 3 hour workshop. At least one reference should be from the last three years and at least one reference should be from the last 10 years, when applicable.
- APA requires that all presentations include statements about the limitations of the content/materials being taught. For example, if the material is relevant for children? for all cultural groups? for all socioeconomic groups?

## 5. Preparing for Presentations

- When submitting your proposal, please inform MPA if you would prefer some or/all of your presentation not be recorded.
- Please inform MPA staff ahead of the presentation of the number of and timing of breakout rooms. MPA maintains control of breakout rooms.
- Presenters should let MPA staff know if presenters would like to answer questions throughout the presentation or to take questions at designated break periods or at the end.
- Presenters should arrive a minimum of 15 minutes prior to their scheduled start time to ensure technology is working.
- Breaks:
  - i. For three hours of workshops, you can choose between having two 10 minute breaks or one longer break. Please inform MPA staff of your preference prior to your presentation.
  - ii. For 1.5 hour presentations, there will not be planned breaks
  - iii. MPA staff will utilize a break timer on the screen to help people know when breaks are complete
  - iv. MPA may provide advertising during breaks
- For presentations that will be made available for home study, presenters will need to submit a posttest one week before the live presentation.
- MPA recommends having presentation slides and/or handouts to share with the audience. Presenters should e-mail the slides one week before the presentation to the designated MPA CE coordinator so that they can be disseminated prior to the presentation.
- Please be aware that when developing questions for reflection/small group discussion, MPA has no control or liability for information shared during presentations that is shared outside of the MPA presentation.
- Please be clear with the CE Coordinator, designated by MPA, regarding space requirements, registration limits, size of handouts, need for interpretation, need for transcription, etc. Such considerations are often easily handled before advertising begins.

- Please be aware that MPA wants all presenters to be on screen, as those who have disabilities may need the visual. Also, when participants are speaking they should be encouraged to turn on their cameras as well.
- Presenters are encouraged to repeat all audience questions or statements. This practice is also helpful for individuals who are hard-of-hearing. Questions or statements should always be repeated when sessions are being taped since the microphones for the speakers will often fail to pick up voices in the audience. In dialogues or discussion, have one person speak at a time, and identify the speaker so that audience members or those listening to the recording will know who is speaking.
- Presenters are not allowed to sell any product, recording or print materials during a continuing education presentation. Promotion of such products (or of other workshops offered or of one's services) is considered inappropriate during workshop time. Presenters should coordinate the sale of any materials prior to presenting so that an agreement can be made with regard to advertising and/or sales.
- For in person presentations:
  - i. MPA adheres to the standards set by the Americans with Disabilities Act of 1990. You may have one or more interpreters for the deaf and hard of hearing at your workshop. MPA asks that all presenters take into consideration this fact when presenting, i.e., line of sight for interpreters, placement of audio-visual aids, pace of speech and presentation.
  - ii. When making slide presentations for in person use, images should be projected high enough to be fully visible to all persons seated. 24pts or more for titles and 18pts or more for body text is needed for readability. Visual aids must be accompanied by an oral narrative. Describe in detail the information that is being presented on the overhead projector or screen. When not using an overhead projector, turn it off. This reduces background noise and helps focus audience attention on you, the speaker.
- Graduate student monitors or MPA committee members may be assigned to take attendance at the beginning of each workshop and distribute CE certificates at the end of the workshop. Monitors are to be considered workshop participants and be given the same experiences as other registrants.

*The goals of the MPAF continuing education program are to: Provide an opportunity for members to maintain professional competence. Increase professional skills and knowledge. Prepare for new roles in the practice of psychology. Provide an opportunity for Maryland Psychologists to meet CE requirements needed to maintain licensure. Foster interdisciplinary understanding and cooperation.*

## Writing Behavioral Learning Objectives and Post Tests

**Behavioral Learning Objectives:** *As a general guideline, there should be one objective per hour of continuing education*

1. 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.
2. Learning objectives must be *observable and measurable*.
3. Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors.
  1. **Verbs to consider** when writing learning objectives include:
    - i. List, describe, recite, write
    - ii. Compute, discuss, explain, predict
    - iii. Apply, demonstrate, prepare, use
    - iv. Analyze, design, select, utilize Compile, create, plan, revise
    - v. Assess, compare, rate, critique
  2. **Verbs to avoid** when writing learning objectives
    - i. Know, understand Learn, appreciate
    - ii. Become aware of, become familiar with
4. Example of well-written learning objectives:

***This workshop is designed to help you:***

- Summarize basic theory and technique
- Observe demonstrations of technique and phenomena
- Recognize differences between types of treatments/techniques/populations
- Utilize a specific techniques for addressing a concern
- Practice techniques in break out rooms/small groups

**Post Tests:** Objective post tests should be written in a manner that determines whether participants learned what you planned to teach them. The post test should be based on the stated learning objectives of the program.

1. Post tests should include 6-8 questions per one CE credit (for example, 18 questions as a minimum for a 3 hour presentation).
2. Include only closed-ended questions (i.e. multiple choice or true/false).
3. If using true-false questions, please limit the number to one per hour of CE credit.
4. Include comprehension-type questions (e.g., utilizing scenarios to evaluate key constructs).
5. Include questions that are sufficient to assess a postdoctoral level of learning, specific to the program's predetermined learning objectives. Focus on ensuring all learning objectives are achieved.
6. Post tests will be considered passing if 75% of questions are answered correctly.
7. Post tests submitted to MPA's CE coordinator should include the answers to the post test questions.

8. Example of well-written post test questions:

**According to the integrated developmental model, a Level 1 trainee is characterized by**

- A. Fluctuation between confidence and confusion**
- B. High motivation and high anxiety \***
- C. Relative stability**
- D. Belief in own autonomy**