**SDPA CE COURSE APPLICATION INSTRUCTIONS**:

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1. **Category:** Which of the following categories does this application fall into (choose only one category)?

[ ]  Content focuses on psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures (D1.1).

[ ]  Content focuses on ethical, legal, statutory or regulatory policies, guidelines, standards that impact psychological practice, education, or research (D1.2).

[ ]  Content focuses on topics related to psychological practice, education, or research other than psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures (D1.3).

1. **Presenter Bio:** Does the Presenter demonstrate expertise in course content and competency to teach this content at a level that builds upon a completed doctoral program in psychology? (Demonstrated by evidence of doctoral degree in psychology or other appropriate field, teaching experience, clinical practice, research publications, professional organization membership/ leadership, and/or professional references).

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/they provides trainings, workshops, and consultations nationwide and internationally. She/he/they currently works with the \_\_\_\_\_\_\_\_\_. She/he/they is also a supervising psychologist at \_\_\_\_\_\_\_, and an instructor at\_\_\_\_\_\_\_\_\_\_\_\_ in San Diego, California.

1. **Course Description:** Is Course Description thorough, concise, clear, and well-organized? Does it correspond with supporting references and the proposed title and learning objectives?

Course Level: Does content build upon foundation of completed psychology doctorate?

Evidence and limitations:Does the course description include reference to the empirical evidence, accuracy, and utility of the material presented? The limitations of the content being taught, and risks if applicable?

1. **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, using action verbs.

Quantity:Does the Presenter 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? (General guideline)

Content:Do the Learning Objectives clearly describe what participants are expected to learn and how participants can apply this knowledge in practice or other professional contexts?

EXAMPLE:

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.

Style: Are the Learning Objectives specific to the course content and written in measurable term (using approved APA action verbs)?

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

Coherence: Do the Learning Objectives relate back to the Course Description, title, and references? Are all Learning Objectives covered on the proposed timeline?

1. **Current published references (evidence base):** Does the Presenter include at least three evidence-based references supporting the content? From APA Guidelines: *For D1.1 activities, at least 3 of the references must be current (within the last 10 years) from peer reviewed journals, rather than articles solely promoting the topic or approach. Note: The more distant a topic appears from core disciplinary knowledge, the greater the responsibility to demonstrate the relevance to doctoral level psychological practice, including improvement of services to the public and contributions to the profession.*
2. **Timeline of course**: Does the proposal include a detailed content outline/timeline? Does the timing appear realistic and add up correctly? Does the timeline indicate parts of the presentation, if any, that are not for credit?Are all Learning Objectives covered on the proposed 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)
* 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)
* Summary; Q&A (15 min)
1. **Instructional methods:** Does the presenter describe instructional methods in the course narrative that actively engage the learner to enhance acquisition of knowledge and facilitate translation into practice?

Instructional method boxes: Are appropriate boxes checked, based on narrative (e.g., didactic/lecture, discussion, Q&A, etc.)?

1. **Attention to issues of diversity**:Does the application describe how issues of diversity with respect to ethnicity, national origin, disabilities, language, socioeconomic status, sexual orientation, gender identity, age, religion, etc. are addressed?

**For example**

* Does the application explain how diversity is integrated into the course, as it pertains to the topic?
* Does it explain how issues of diversity are implemented in the training?
	+ Examples would be use of slides on certain topics, inclusion of research on diverse populations, clinical experience, discussion topics/questions, handouts, and/or references.
1. **Target Audience**: Does the proposal include a description of the target audience? (e.g. Licensed Psychologists, Graduate Psychology Students, Allied Mental Health Professionals)
2. **Conflicts of Interest**: Does the Presenter report potential conflicts of interest that describe commercial support for the CE program, presentation, or instructor, or other relationships that could be reasonably construed as a conflict of interest?

Plan to address any conflicts of interest**:** If conflicts of interest are present, does the presenter propose an adequate plan to disclose these conflicts to attendees prior to beginning their course?