



# Continuing Education Manual for Co-Sponsorship

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## **Introduction**

In North Carolina, psychologists are required to complete a minimum of eighteen (18) hours of continuing education (CE) every two (2) years to maintain their license to practice. The North Carolina Psychology Practice Act (the Act) 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 North Carolina, provided that the program meets the other criteria for CE as described in the Act. (Please see the Act for further information: <http://www.ncpsychologyboard.org/office/pdfiles/pracact.pdf>).

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

### **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.

## Application and Approval Process

**Any co-sponsored CE program must meet all the requirements outlined in this document, which is based on the APA CE approval system.** An NCPA 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**).

### Steps in the Application Process

1. Read the NCPA 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 NCPA;
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. NCPA sends letters of attendance.

### Initial Application Form & Fee

An initial application (**Appendix B**) **MUST be submitted to NCPA at least thirty (30) days before the date of the program** and **MUST** be signed by an NCPA member who is participating in planning the activity. It must contain all the elements listed in the application. Please send a copy by e-mail and then send in a signed copy with payment to the NCPA office. NCPA 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 NCPA will co-sponsor the event will be made within ten (**10**) business days.

If the application is approved, the co-sponsoring entity may proceed but must comply with all 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/NCPA members and \$600 for all other organizations/individuals per event must accompany the initial application. All, minus a \$100 administrative fee, will be refunded if the application is not approved. For a series of events (such as Grand Rounds), please contact the NCPA office for the fee schedule.

### Co-Sponsorship Agreement

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

## Promotional Material

Promotional material **cannot** be distributed without prior approval by NCPA. *(Please allow ten (10) business days for review once the promotional material is submitted to the NCPA 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 (**Appendix D**);
- Presenter(s)' credentials (**Appendix E**);
- Schedule and format;
- Cost;
- Refund/cancellation policy;
- Attendance policy (**Appendix G**);
- Number of CE credits offered for each activity;
- If the program is intended to meet ethics requirement, language stating this must be on the promotional materials (**Appendix J**);
- Contact information of the co-sponsoring entity;
- 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 (**Appendix E**).

## Program Evaluation and Submission of Materials to NCPA

### 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 (**Appendix H**).

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 NCPA with the aggregate results of the evaluations for each presentation rather than copies of the individual evaluation forms (**Appendix I**).

## **Post-Program Submission of Materials to NCPA**

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

- An electronic copy of the sign in/sign out sheets for each co-sponsored activity (originals must be maintained by the co-sponsoring entity for three years);
- The number of psychologists and non-psychologists attending;
- A copy of each piece of promotional material for the activity;
- A copy of the clean evaluation form(s);
- The aggregate results of the evaluation(s);
- Fee for Letters of Attendance:
  - \$6.00 per person per activity for not-for-profit organizations
  - \$10.00 per person per activity for for-profit organizations

Once all information and payments have been received, NCPA will send the letters of attendance to the co-sponsoring entity for distribution.

## **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.

## **Program Content**

CE programs should be relevant to psychological practice, theory and method for psychologists.

Co-sponsoring organizations must adhere to the following principle\*:

*"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.*

Co-sponsoring organizations must also adhere to the following 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

## **Offering a Program for Ethics/Legal Category A Requirement**

If a program will be offered as ethical/legal presentations, see **Appendix J**.

## **References**

Co-sponsoring organizations must submit for each presentation a minimum of **three (3)** references in APA format of ten (10) years or less that relate to the subject matter of the workshop with the initial application for co-sponsorship. **Appendix K contains some commonly used examples of APA style format.**

## **Learning Objectives**

Co-sponsor organizations must have predetermined learning objectives (LOs) for every CE program (**Appendix C**).

The number of LOs required is based on the duration of the program:

- 1 - 3 hours program = 3-4 LOs
- 4-7-hour program = 5-6 LOs

## **Attendance Policy**

The co-sponsoring entity must provide a mechanism for participants to sign in at the beginning of the program 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.

NCPA will then electronically send the CE letters back to the main contact. Letters of Attendance will only be issued if the co-sponsoring organization has met all the requirements for co-sponsorship.

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

If special requests are received, it is the responsibility of the co-sponsoring entity to make the necessary arrangements. See **Appendix G**.

## **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 CE activity. Participants must stay for the entire stated duration of the program or forfeit CE credit altogether.

It is the responsibility of each attendee to keep a record of attendance (including a copy of the CE letter). NCPA cannot and will not keep track of each individual's attendance through the years.

## 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 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 NCPA office and are not open to the public. Only the CE administrator, NCPA 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.

## Appendices

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

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

**NOTE:** The brochure/flyer you will be using for the event **MUST** be emailed to Karen Gray at [karen@ncpsychology.org](mailto:karen@ncpsychology.org) for review and *approval before distribution*.

\_\_\_ **Review NCPA's CE Co-Sponsorship Manual for Category A CE Credit.**

(Go to [www.ncpsychology.org](http://www.ncpsychology.org) and click on the Continuing Education tab to locate CE Manual)

\_\_\_ **Initial Application complete and sent** via email to Karen Gray being sure the following are noted:

- \_\_\_ Steps 1-8 of application are completed;
- \_\_\_ Number of CE hours requested are listed allowing for 15-minute breaks and a meal;
- \_\_\_ NCPA member responsible for program is listed and has signed the application;
- \_\_\_ Initial application fee (\$200 not for profit, \$600 for profit, or call office for fee schedule for a series of events) made payable and sent to:  
NCPA, 1004 Dresser Court, #106, Raleigh, NC 27609

\_\_\_ **Promotional Material contains all required elements and is approved by NCPA prior to distribution**

- *Continuing Education Statement **must** be in promotional material verbatim:*  
The program is co-sponsored by the North Carolina Psychological Association and the \_\_\_\_\_. The North Carolina Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The North Carolina Psychological Association maintains responsibility for this program and its content. This program is offered for (\_\_\_) 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:**

1. Description of the program to be offered (Appendix E);
2. Learning objectives (Appendix C);
3. Participants and skill level(s) for which the program is appropriate (Appendix D);
4. Schedule and format including start and end hours (Appendix E);
5. Cost, refund/cancellation policy, and any additional fees or expenses;
6. Presenter(s)' credentials for each presenter;
7. A minimum of 3 references in the last 10 years for each separate presentation (Appendix M);
8. Number of CE credit hours offered for each separate presentation.

\_\_\_\_ **Co-Sponsor Agreement letter**

\_\_\_\_ Signed    \_\_\_\_ Dated    \_\_\_\_ Returned to NCPA

*Note: Please inform participants prior to and at the end of the workshop/conference that letters of attendance will be sent to the co-sponsoring entity within 20 business days from the time NCPA receives the materials from the co-sponsoring entity of the workshop/conference. If NCPA 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 must be emailed to NCPA:**

- \$6 per CE letter (nonprofit) and \$10 CE letter (for profit);
- Sign In/Out Sheets (Appendix F);
- 1 copy of any and all promotional materials (brochure/flyer);
- 1 clean copy of evaluation form used;
- Participant numbers: **Important:** How many total psychologists and non-psychologists attended, even if they **did not** complete an evaluation for credit;
- Submit an evaluation compilation (Appendix K)  
**Important:** An evaluation **must** be completed to receive CE credit; all participants should complete evaluation regardless of CE credit.



Appendix B: Co-sponsorship Application  
Please email to: [karen@ncpsychology.org](mailto:karen@ncpsychology.org)

1. Organization or Individual:

2. Address:

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Contact Person: \_\_\_\_\_

3. Name of NCPA Member who will be a part of the planning process:

*(NCPA requires that at least one NCPA member be an integral part of planning this continuing education activity, sign this application, and assure adherence to NCPA 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. Narrative description of each presentation (Appendix E);

c. Learning objectives (LOs) for each presentation. There should be 3-4 LOs for a 1-3 hour program and 5-6 LOs for a 4-7 hour program. (Appendix C);

d. Name of each presenter, including degree, discipline, current professional information, and any other information that will be in your promotional material (Appendix E);

- e. If a program is intended to meet ethics/legal credit, please indicate this on information you are submitting (Appendix L);
- f. For each program indicate learning level: Basic, Intermediate or Advanced (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 in APA format (Appendix M);
- i. Number of CE Hours applying for (list each presentation if separate CE offering):

\_\_\_\_\_  
Signature of NCPA Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Contact Person for Co-Sponsoring Entity

\_\_\_\_\_  
Date

## Appendix C: Guidelines for Writing Learning Objectives

Every program offered for CE credit must have predetermined learning objectives (LOs). Rather than a description of topics to be covered, LOs 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 3-4 LOs for a one-to-three hour program; 5-6 LOs for a four-to-seven hour program.

LOs should be:

1. observable and measurable by both quantitative and qualitative criteria;
2. unambiguous;
3. results-oriented, clearly written, and specific;
4. able to display successful learning in behavioral terms.

### Examples:

1. Unacceptable:

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

Acceptable:

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:

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

Acceptable:

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:

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

Acceptable:

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:

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

Acceptable:

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

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

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

• **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

### Target Audience

The target audience for NCPA and co-sponsored CE 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.

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

- **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

### THE FOLLOWING STATEMENT **MUST** APPEAR ON THE PROMOTIONAL MATERIAL VERBATIM:

*This program is co-sponsored by the North Carolina Psychological Association and \_\_\_\_\_ (co-sponsoring organization). The North Carolina Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. NCPA maintains responsibility for this program and its content.*

#### **SAMPLE ONE**

Not All that Blows Up is Bipolar: Disentangling Mood and Externalizing Disorders in Youths  
Eric A. Youngstrom, PhD, Professor of Psychology and Neuroscience, UNC Chapel Hill

Externalizing problems are one of the main reasons parents and teachers will send children to the clinic, and mood disorders are one of the leading public health problems in adolescence, with high impairment and risk of suicide. Although historically categorized as “internalizing” problems, mood disorders are quite often associated with irritability, impulsivity, and aggression, especially in agitated depression and bipolar spectrum disorders. The blurred boundaries have created a lot of controversy. The pendulum swung towards diagnosing a lot of bipolar disorder in youth, and then swung to DSM-5 creating a new diagnosis, disruptive mood dysregulation disorder. The treatments we would use for oppositional behavior, depression, bipolar, and conduct disorder are quite different, so getting the diagnosis right matters to the clinician and the family. This workshop uses a series of clinical vignettes to illustrate some of the key battleground issues in the debate about mood and externalizing disorders. With a combination of lecture, small group exercises, and discussion, we link the most recent research to clinical application, showing how our evolving understanding can guide our clinical care.

#### **By the end of this Workshop, participants will be able to:**

1. identify the pros and cons of the new DMDD diagnosis, and decide if and how to address it in their practice;
2. use free assessment scales, risk factors, and clinical features to help distinguish which cases are more likely to follow a bipolar versus unipolar depression course;
3. recognize when to adjust treatment for different mood and behavior profiles; and
4. state what should be different in treatment optimized for non-mood externalizing problems versus depression or bipolar spectrum conditions.

**Instructional Level:** Intermediate

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

**Eric Youngstrom, Ph.D.,** is a professor of Psychology and Neuroscience and Psychiatry at the University of North Carolina at Chapel Hill. He earned his Ph.D. in clinical psychology at the University of Delaware and completing his pre-doctoral internship training at Western



Psychiatric Institute and Clinic. He then joined the faculty at Case Western Reserve University. In addition to his professorial duties at Carolina, he is also the Acting Director of the Center for Excellence in Research and Treatment of Bipolar Disorder. He is the first recipient of the Early Career Award from the Society of Child and Adolescent Clinical Psychology and an elected full member of the American College of Neuropsychopharmacology. He is a fellow of the American Psychological Association (Divisions 5, 12, and 53), as well as the Association for Psychological Science and the Association for Behavioral and Cognitive Therapies. He consulted on the 5<sup>th</sup> Revision of the Diagnostic and Statistical Manual (DSM-V) and the International Classification of Diseases (ICD-11). He chairs the Work Group on Child Diagnosis for the International Society for Bipolar Disorders, along with the Advocacy Task Force. Dr. Youngstrom has received grants from the NIMH (continuous funding since 2002), the Ohio Department of Mental Health, and multiple foundations. He is Past President of the Society of Clinical Child and Adolescent Psychology.

**Information for the morning workshop – Friday, April 28, 2019**

**Time:** 9:00am – 12:15pm  
**Credit:** 3 hours Category “A” 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:** \$185 NCPA Members & Non-Psychologist Members of Other Professions  
\$150 Early Career Psychologists (Graduated 2011 – Present)  
\$250 Psychologist non-members of NCPA  
\$75 Students (includes both lunch and breaks; 10 slots available)

**Please Note:** \$50 late fee will be added for all registrations received after Noon, Thursday, April 20, 2019.

**SAMPLE TWO**

**Gender Identity/Expression and Transgender Communities**

Terri Phoenix, PhD, Director, LGBTQ Center at UNC-Chapel Hill

This workshop is designed to introduce working with transgender and gender non-binary clients. We will discuss basic terminology, current research on the live experiences of transgender and gender non-conforming people, and recommendations for working effectively with transgender and gender non-binary clients

**By the end of this Workshop, participants will be able to:**

1. define terms such as gender identity, gender expression, & transition;
2. list three findings from research on transgender experiences; and
3. list three resources for working effectively with transgender clients.

**Instructional Level:** Basic

**Educational Format:** Lecture and Discussion

**Information for the afternoon workshop – Friday, April 28, 2019**

**Time:** 1:30pm - 4:45pm

**Credit:** 3 hours Category “A” 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:** \$185 NCPA Members & Non-Psychologist Members of Other Professions  
\$150 Early Career Psychologists (Graduated 2011 – Present)  
\$250 Psychologist non-members of NCPA  
\$75 Students (includes both lunch and breaks; 10 slots available)

**Please Note:** a \$50 late fee will be added for all registrations received after Noon, Thursday, April 20, 2019

**Appendix F**  
**Sign In / Sign Out Sheet**

**Title of Workshop:**  
**Date and Time of Workshop:**  
**CE Hours:**

<b>First Name</b>	<b>Last Name</b>	<b>Are you a psychologist? Y or N</b>	<b>Sign In AM</b>	<b>Sign Out AM</b>	<b>Sign In PM</b>	<b>Sign Out PM</b>	<b>Completed Evaluation? Y or N</b>

## **Appendix G: Attendance, Accessibility, and Grievance Policies**

### **Attendance**

To be eligible to receive a Letter of Attendance, a participant must attend the entire institute or workshop that is offered for credit.

1. No partial credit will be given.
2. 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 or who leave more than 15 minutes before the end of the presentation.
3. 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.
4. Neither NCPA staff nor staff associated with the co-sponsoring entity have the authority to waive this policy for any reason.

### **Accessibility**

1. Facilities must provide adequate space for the kind of educational methodology used and be private enough to safeguard confidentiality of case material or work samples.
2. It is recommended that a classroom style arrangement be used for all workshops.
3. All facilities must be accessible to those who are disabled. If special requests are received, the co-sponsoring entity will attempt to make reasonable accommodations consistent with the ADA.

### **Grievance**

When a participant expresses a grievance, please submit the grievance in writing to the co-sponsoring entity. The co-sponsoring entity will then pass the information along to NCPA along with the action that was taken.

## Appendix H – Sample Evaluation Form

### North Carolina Psychological Association

#### Using ACT to Treat Anorexia Nervosa (AN) or AN-Spectrum Behavior

John B. Smith, Ph.D.

Professor of Psychology

University of North Carolina – Chapel Hill

May 28, 2019

### Participant Evaluation

Using the scale below, please answer each question with a number 1 to 5 with one being the lowest and five the highest.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Poor</b>		<b>Adequate</b>		<b>Excellent</b>
1. How much did you learn as a result of this program?					_____
2. How useful was the content of this CE program for your practice or other professional development?					_____
3. How well did this program meet your needs?					_____
4. How effective was this program at motivating you to continue learning in this area?					_____
5. The physical facilities (e.g. room, equip. etc.) were:					_____
6. Instructional materials were:					_____
7. The organization and presentation of the content was:					_____
8. Dr. Smith's knowledge of this subject is:					_____
9. Dr. Smith's teaching methods of the subject was:					_____
10. Did this program motivate you to continue to learn in this area?					_____

Rate how well you understood the learning objectives by completing before and after with one circle in each section. One is the lowest and five is the highest.

<u>Before</u>						<u>After</u>			
1	2	3	4	5	Am able to formulate anorexia nervosa (AN) from an ACT perspective.	1	2	3	4
1	2	3	4	5	Can state at least 3 challenges in treating individuals with AN and how to overcome these challenges in a model-consistent manner.	1	2	3	4

1 2 3 4 5

Am able to identify how to use ACT to maximize therapist flexibility when working with AN clients.

1 2 3 4

1. What were the best features of the workshop?

2. What were the worst features of the workshop?

3. Suggestions for improving the workshop.

4. Suggested topics and speakers for future programs.

5. How did you find out about this workshop?

6. Are you a psychologist? (Circle one)      Yes      No

7. If not, what is your profession? \_\_\_\_\_

## Appendix I – Sample Evaluation Summary

### North Carolina Psychological Association

#### Using ACT to Treat Anorexia Nervosa (AN) or AN-Spectrum Behavior

John B. Smith, Ph.D.

Professor of Psychology

University of North Carolina – Chapel Hill

May 28, 2019

### Participant Evaluation

Using the scale below, please answer each question with a number 1 to 5 with one being the lowest and five the highest.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Poor</b>		<b>Adequate</b>		<b>Excellent</b>
1. How much did you learn as a result of this program?					Mean 3.25
2. How useful was the content of this CE program for your practice or other professional development?					Mean 3.75
3. How well did this program meet your needs?					Mean 4.50
4. How effective was this program at motivating you to continue learning in this area?					Mean 2.75
5. The physical facilities (e.g. room, equip. etc.) were:					Mean 3.00
6. Instructional materials were:					Mean 4.00
7. The organization and presentation of the content was:					Mean 4.75
8. Dr. Smith's knowledge of this subject is:					Mean 5.00
9. Dr. Smith's teaching methods of the subject was:					Mean 4.75
10. Did this program motivate you to continue to learn in this area?					Mean 3.75

**Rate how well you understood the learning objectives by completing before and after with one circle in each section. One is the lowest and five is the highest.**

<u>Before</u>		<u>After</u>
Mean 2.75	Am able to formulate anorexia nervosa (AN) from an ACT perspective.	Mean 4.25
Mean 1.75	Can state at least 3 challenges in treating individuals with AN and how to overcome these challenges in a model-consistent manner.	Mean 4.50
Mean 2.25	Am able to identify how to use ACT to maximize	Mean 4.25

therapist flexibility when working with AN clients.

1. What were the best features of the workshop?  
Relevant knowledge

2. What were the worst features of the workshop?  
Not enough time

3. Suggestions for improving the workshop.  
Allow more time to discuss

4. Suggested topics and speakers for future programs.  
N/A

8. How did you find out about this workshop?  
Email

9. Are you a psychologist? (Circle one)      Yes      No  
12 psychologists attended

10. If not, what is your profession?  
3 social workers  
2 medical doctors



**APPENDIX J: Guidelines for Ethical/Legal CE Presentations**

**From North Carolina Psychology Board Continuing Education Requirements page:**  
<http://www.ncpsychologyboard.org/continuing-education/>

*(g) Topics for Category A and Category B requirements shall fall within the following areas:*

- (1) ethical and legal issues in the professional practice of psychology, and*
- (2) the maintenance and upgrading of professional skills and competencies within the psychologist's scope of practice. This includes, but is not limited to, training in empirically supported treatments, the application of research to practice, and training in best practice standards and guidelines.*

CE events intended to satisfy the North Carolina Psychology Board requirements for CE in legal/ethical issues should meet the following criteria:

1. The workshop title and description should clearly refer to legal/ethical issues;
2. And learning objectives should clearly refer to legal/ethical issues.

## APPENDIX K: References in APA Citation Format Samples <sup>1</sup>

### Journal Article

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

### Whole Authored Book

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

### Whole Edited Book

Kesharwani, P. (Ed.). (2020). *Nanotechnology based approaches for tuberculosis treatment*. Academic Press.

Torino, G. C., Rivera, D. P., Capodilupo, C. M., Nadal, K. L., & Sue, D. W. (Eds.). (2019). *Microaggression theory: Influence and implications*. John Wiley & Sons. <https://doi.org/10.1002/9781119466642>

### Chapter in an Edited Book

Aron, L., Botella, M., & Lubart, T. (2019). Culinary arts: Talent and their development. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Developing human potential into domain-specific talent* (pp. 345–359). American Psychological Association. <https://doi.org/10.1037/0000120-016>

Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

### Webpage on a Website with a Retrieval Date (i.e., Citation for a webpage that is likely or is meant to change)

Psychology Interjurisdictional Compact (PSYPACT). (n.d.). Psypact.Org. Retrieved September 24, 2020, from <https://psypact.org/>

**Online pdfs (i.e., PDFs downloaded from websites)**

American Psychological Association. (2017) *Ethical Principles of Psychologists and Code of Conduct*. <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

North Carolina Psychology Practice Act, NCGS §§ 90-270.1-.22 (2013).  
[https://www.ncleg.gov/EnactedLegislation/Statutes/PDF/ByArticle/Chapter\\_90/Article\\_18A.pdf](https://www.ncleg.gov/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_90/Article_18A.pdf)

<sup>1</sup> Other samples can be found at: <https://apastyle.apa.org/>