



**Michigan  
Psychological  
Association**

SCIENCE • EDUCATION • ADVOCACY

## **CONTINUING EDUCATION PROGRAM**

# **POLICIES & PROCEDURES MANUAL**

**Michigan Psychological Association  
124 West Allegan Street  
Suite 1900  
Lansing, Michigan 48933  
Phone (517) 484-8800 – Fax (517) 484-4442  
[www.michiganpsychologicalassociation.org](http://www.michiganpsychologicalassociation.org)**

**August 2018**

# Continuing Education Manual

The Michigan Psychological Association (MPA) is approved by the American Psychological Association to offer continuing education for psychologists. The MPA Continuing Education Manual outlines the process for developing and offering continuing education.

MPA offers a co-sponsorship program for [MPA Committees](#) or organizations who wish to provide continuing education for psychologists. If you would like to partner with MPA to provide continuing education please read the MPA CE Manual in its entirety before contacting MPA or submitting the initial application. Information about co-sponsorship begins on page 4. Co-sponsors must meet all the requirements outlined in the manual.

If you have questions about being a co-sponsor, please contact our office at [kbaker@mhsa.com](mailto:kbaker@mhsa.com).

## TABLE OF CONTENTS

1. Goals of the MPA Continuing Education Program
2. Administration, Planning and Development
3. Co-Sponsorship of Continuing Education Programs
4. Facilities and Special Accommodations
5. Program Selection and Development
6. Instructional Personnel
7. Curriculum Content and Learning Objectives
8. Program Evaluation
9. Standards for Awarding Credit
10. Ethics
11. Promotion and Advertising of Programs
12. Attachments

NOTE – if you planning to co-sponsor a continuing education program with MPA please read the manual in its entirety. Information about co-sponsorship begins with C on page 4. Co-sponsors must meet all the requirements contained in this document.

## **1. Goals of the MPA Continuing Education Program**

The goal of the MPA Continuing Education program is to provide high-quality, accessible continuing education for psychologists and other mental health professionals throughout Michigan.

MPA seeks to increase the professional competence of attendees by teaching them new skills and knowledge, as well as refreshing already acquired knowledge.

The MPA Continuing Education Committee strives to select presenters who are regarded as well qualified in their field, and who are known for being excellent speakers. MPA makes every attempt to acknowledge and recognize the specific CE needs of psychologists in Michigan.

Workshops are held in different parts of the state so that psychologists throughout the state will have opportunities to attend continuing education in or near their home community.

Definition of Continuing Education for Psychologists\* Continuing education (CE) in psychology is an ongoing process consisting of formal learning activities that (1) are relevant to psychological practice, education and science, (2) enable psychologists to keep pace with emerging issues and technologies, and (3) allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

Continuing education builds upon a completed doctoral program in psychology. It is not a substitute for the basic academic education and training needed for entry to the field of psychology, nor should it be the primary vehicle for career changes from one APA recognized specialty area (e.g. clinical, counseling, school psychology) to another. \*From Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists, August 2015, American Psychological Association

## **2. Administration, Planning and Development**

It is the responsibility of the MPA Continuing Education Committee to assess the continuing education needs of psychologists and to organize such educational events as may meet these needs.

MPA is approved as a sponsor of continuing education for psychologists under the APA Continuing Education Sponsor Approval System. The Continuing Education Committee is a standing committee of MPA. The Chair or Co-Chairs of the Committee are members of the MPA Board of Directors. The Chair or Co-Chairs lead a committee comprised of psychologists from throughout the state to plan MPA's continuing education offerings.

The Executive Director of the Michigan Psychological Association is the administrator of the MPA Continuing Education Program. The administrator keeps abreast of the current APA Criteria and Procedures Manual to maintain compliance and works in conjunction with the CE Committee to make sure all rules and procedures are adhered to during the development and planning of workshops.

### 3. Co-Sponsorship of Continuing Education Programs

MPA may co-sponsor a CE activity with an outside individual or organization. Please review CE Timeline – [Attachment H](#) as an outline for the timing of program materials and deadlines. Any co-sponsorship must meet all the requirements outlined in this document which is based on the APA Continuing Education approval system. An MPA member must be involved in all stages of a co-sponsored event and takes responsibility to assure that all requirements are met. Please use [Attachment A - CE Co-Sponsor Checklist](#) to make the process as smooth as possible for both parties.

**Initial Application:** An initial application (see [Attachment B-Initial Application](#)) MUST be submitted to MPA at least 60 days before the date of the workshop and MUST be signed by an MPA member who is participating in planning the activity. Please send a copy by email and then mail the signed copy with payment to the MPA office. We must have the signed copy before final approval can be given. Once the initial application is received, it will be reviewed and a decision made within ten (10) business days from the day of receipt of the completed application in the MPA office. If the initial application is rejected, the letter of denial will include the reason for denial of the application. If the application is approved, the co-sponsoring entity may proceed, but must comply with all the requirements in this MPA Continuing Education Manual.

The agreement (see [Attachment B – Initial Application](#) for sample) covers:

- Program Planning
- Site Selection
- Program Selection
- Promotional Materials
- Evaluation
- Attendance Requirements
- Awarding of CE Credits
- Financial Arrangements
- Miscellaneous - accessibility policy, grievance policy and assuring compliance with APA Ethical Principles of Psychologists The agreement will be sent to the co-sponsoring entity after approval of the Initial Application.

**Promotional Material:** No promotional material can be distributed without approval by MPA or prior to signing the co-sponsorship agreement. All promotional materials for the event must include:

- brief description of the material to be presented
- educational objectives – See [Attachment D - Learning Objectives](#)
- target audience and the instructional level of the activity (introductory, intermediate, or advanced) See [Attachment E – Levels of Programming](#) and Instructional Level
- presenters' credentials, including relevant professional degree and discipline, current professional position, and expertise in program content
- schedule and format (including starting and ending hours)
- cost, including any additional fees or expenses • refund/cancellation policy
- attendance policy
- number of continuing education credits offered for each activity
- if the program is intended to meet ethics requirement that must be included • contact information
- 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 (See [Attachment R – Sample Promotional Material](#)) Mandatory Statement: "This program is co-sponsored by the Michigan Psychological Association and (XXXX co-sponsoring organization). The Michigan Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. MPA maintains responsibility for this program and its content." See [Attachment R – Sample Promotional Material](#) for an example of promotional materials and items that must be included in all promotional materials including the mandatory co-sponsorship statement. All promotional materials must be approved by MPA prior to distribution. Sponsoring entities should allow 10 business days for review once the

promotional material is submitted to the MPA office. References MPA and co-sponsoring organizations must have presenters submit three to four references that relate to the subject of the workshop to be presented. This is on the initial application for co-sponsorship.

**Attendance Policy** The co-sponsoring entity must provide a mechanism for attendees to sign in at the beginning of the program, sign in after the lunch break if it is all day and sign out at the close of the program. See [Attachment N - for a sample sign in/sign out sheet](#). See [Attachment F for a sample Attendance Policy](#). The co-sponsoring entity must provide assurance that no sign-in will be allowed for anyone who arrives more than 15 minutes after the beginning of the program, and provide assurance that 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 actual letters of attendance will be issued by MPA 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. MPA will only issue letters of attendance verifying continuing education credit as a continuing education sponsor if the cosponsoring organization has met all the requirements for co-sponsorship as outlined in the MPA Continuing Education Manual.

### **Other Policies**

The co-sponsoring entity must comply with MPA's Accessibility and Grievance policies. See [Attachment K – Grievance Policy](#).

**Evaluation Results** The co-sponsoring entity must provide MPA with the results of the evaluation form for each presentation.

**Awarding of Credits/ Submission of Materials** Within twenty (20) business days after the continuing education activity, the cosponsoring entity must submit to MPA:

- The sign in/sign out sheets for each co-sponsored activity
- A set of email addresses with the names and emailing addresses for all attendees at the event
- The number of psychologists attending and non-psychologists attending
- 2 copies of each promotional material piece for the activity
- 2 copies of the evaluation form(s) (Ask to see a current CE evaluation form)
- The evaluation form, Before credits are awarded, MPA must have received all this information.

Within twenty (20) business days of receipt of this information, the MPA Office will send to all eligible participants a CE Certificate that specifies the name of the offering, the sponsoring entities, the date, and the number of credits received from MPA as a sponsor of continuing education. No credit will be awarded for partial attendance.

PLEASE READ THE RE-MAINDER OF THIS MANUAL as all of it applies to both MPA and Co-Sponsoring organizations.

#### **4. Facilities and Special Accommodations**

Facilities where MPA 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. It is recommended that a classroom style arrangement be used for all workshops. All facilities for CE programs must be accessible to those who are physically challenged according to the requirements of the Americans with Disabilities Act. If special requests are received, MPA is responsible for making the necessary arrangements for programs it solely sponsors. If a program is co-sponsored, it is the responsibility of the co-sponsoring entity to make the necessary arrangements (i.e. aid visually impaired registrants or provide sign language interpreters, provide large-print handouts, etc.).

#### **5. Program Selection and Development**

Continuing education offerings are based on interests and needs that have been identified through solid assessment procedures undertaken by the CE Committee or the co-sponsoring organization. The procedures used by MPA include:

Regular needs assessment surveys sent out to members and others

Evaluation forms at each workshop which asks participants which topics they would like to see covered in future workshops.

A search of current literature and survey of other continuing education events by CE Committee members For MPA programs, input from the MPA and MPA Board of Directors and others Co-sponsoring organizations should use these or other means to assess need and develop programs.

**Target Audience** The target audience for most MPA continuing education events is licensed psychologists and other licensed mental health professionals. Other groups may be invited to certain workshops if appropriate (such as teachers, substance abuse counselors, or attorneys). (See [Attachment E – Levels of Programming](#))

Both MPA and co-sponsored offerings **MUST** be at an appropriate level for psychologists to be considered for approval. For MPA: Solicitations from potential presenters will be forwarded to the Continuing Education Committee for their consideration. The Continuing Education Committee discusses what topics are currently prevalent in the field and tries to select a diverse number of topics to cover during the year to satisfy a broad range.

#### **6. Instructional Personnel** Instructors are selected based on the following criteria:

- teaching ability
- competence in area of instruction
- advanced degrees (usually a doctorate)
- competency to teach the program content at a level that builds upon a completed doctoral program in psychology.

Review of past presentations, reputation, personal knowledge, and references are also important. MPA and 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. G. Curriculum Content/Learning Objectives MPA and co-sponsored continuing education programs should be relevant to psychological practice, theory and method for psychologists. The Continuing Education Committee or the co-sponsoring entity determines the presenter and the topic of the workshops. MPA and co-sponsoring organizations must select develop programs 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.

For MPA sponsored activities, the MPA Office will send a planning form to each presenter which includes the title, description and learning objectives for the offering as well as a summary of the presenter's qualifications. (See [Attachment L – Sample Planning Sheet for Speakers](#))

A member of the MPA CE Committee is designated to coordinate with each presenter to finalize the details of the presentation. The educational objectives are reviewed and are either accepted or sent

back to the presenter for further development. A letter and speaker agreement are sent to presenters before the workshop to clarify the expectations of MPA regarding their presentation. (See [Attachment M – Sample Speaker Agreement](#))

A checklist for speakers is provided in [Attachment L – Speaker Planning Sheet](#) MPA and co-sponsoring organizations must adhere to the following principle and criteria.

A Letter of Agreement will be sent to the presenter. ([Attachment O – Speakers Contract](#))

**PRINCIPLE** The content of continuing education is the crucial component of programs intended to maintain, develop, and increase conceptual and applied competencies that are relevant to psychological practice, education, and science. CE programs may include content related to well-established psychological principles, or may be based on content that extends current theory, method, or practice. CE programs may provide information related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

#### **CRITERIA**

Sponsors must be prepared to demonstrate that information and programs presented are based on a methodological, theoretical, research, or practice knowledge base. This requirement must be met by at least one of the following:

- 1.1. Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts;
- 1.2. Program content has been supported using established research procedures and scientific scrutiny;
- 1.3. Program content has peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;
- 1.4. Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

Sponsors are required to ensure that instructors, during each CE presentation, include statements that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

Sponsors must offer program content that builds upon the foundation of a completed doctoral program in psychology.

Sponsors must be prepared to demonstrate that content is relevant to psychological practice, education, or science.

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

MPA and co-sponsoring organizations must have presenters submit three to four references that relate to the subject of the workshop to be presented. This is on the initial application for co-sponsorship. (See page 2 of [Attachment L – Sample Speaker Planning Sheet](#))

**Learning Objectives** MPA and co-sponsor organizations must have predetermined learning objectives for every program for CE. Learning objectives should clearly define what the participant will know or be able to do because of having attended the program, and these objectives must be stated in measurable terms. There must be two to three for a three-hour program, three to four for a four-hour program, and five to six for a six-hour program. ([Attachment D - Guidelines for Learning Objectives](#))

7. **Program Evaluation** MPA or the co-sponsoring entity must provide an evaluation form at each CE activity. (please ask to see a current CE **Evaluation Form**) *NOTE – every individual evaluation form must contain the following question: “How much did you learn as a result of this CE program?” All participants must return an evaluation form at the end of the workshop or complete an on-line evaluation. No credit will be awarded if an evaluation is not completed.* Co-sponsoring entities must provide MPA with the aggregate results of the evaluation form for each

presentation. The MPA CE Committee and co-sponsoring entities must analyze the results of evaluations, use this information for future program planning, and share the results with the presenters.

## **8. Standards for Awarding Credit**

MPA offers a Continuing Education Certificate to participants who attend MPA or co-sponsored CE activities in their entirety. Credit is given in whole – one credit per one hour of instructional time. CE 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). There is no partial credit for attendees who attend only a portion of a CE activity. Attendees must stay for the entire workshop or forfeit their CE credit. MPA will keep a record of attendance in the central office for at least three years after a CE activity. All attendees must sign in upon arrival at the beginning of an activity, must sign back in after the lunch break (if applicable), and must be present and sign out at the end of the activity for credit to be awarded.

ALL participants must complete evaluation forms to receive a CE Certificate. For MPA activities CE Certificates are emailed after completion of the on-line evaluation. For co-sponsored activities, CE Certificates will be emailed by MPA to those participants who have completed the requirements. See [Attachment J](#).

## **9. Ethics** MPA and 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. If they need a copy of the Ethical Principles, MPA will supply them with one. 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 attendees. 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 MPA office and are not open to the public. Only the CE administrator, MPA 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. Presenters and/or a co-sponsoring entity must inform MPA of any affiliations (such as with pharmaceutical manufacturers) which could present a conflict of interest or ethical issue. (See [Attachment M – Speaker Agreement](#)) The CE Committee will 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 MPA Continuing Education Grievance Policy ([See Attachment K – Grievance Policy](#)).

## **10. Promotion and Advertising of Programs** Participants must have access to the following information prior to enrolling in MPA or co-sponsored CE activities:

- brief description of the material to be presented
- educational objectives
- target audience and the instructional level of the activity (introductory, intermediate, or advanced)
- presenters' credentials, including relevant professional degree and discipline, current professional position, and expertise in program content
- schedule and format (including starting and ending hours)
- cost, including any additional fees or expenses
- refund/cancellation policy
- attendance policy
- number of continuing education credits offered for each activity
- contact information
- 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 ([See Attachment R- Sample Promotional Material](#)) This information must be included on the promotional materials created by MPA or any co-sponsoring entity.

The following APA approval statement MUST be included in any promotional material: “This program is co-sponsored by the Michigan Psychological Association and (XXXX co-sponsoring organization). The Michigan Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. MPA maintains responsibility for this program and its content.”

**Attachment A:**  
**Co-sponsorship Check List for 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 LaVone Swanson at [lavone.swanson@gmail.com](mailto:lavone.swanson@gmail.com) for review and approval before distribution. \_\_\_\_

Printed and reviewed MPA's CE Co-Sponsorship Manual for Credit (Go to [www.michiganpsychologicalassociation.org](http://www.michiganpsychologicalassociation.org) and click on the Continuing Education tab to locate CE Manual) \_\_\_\_

Initial Application completed and sent via email to Chris Sterling, MPA Program Chair and LaVone Swanson 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 \_\_\_\_

MPA member responsible for program listed and has signed the application \_\_\_\_

Initial application fee (\$200 not for profit or \$600 for profit) sent to: MPA, 123 North Allegan Street, Suite 1900, Lansing, MI 48933 \_\_\_\_ (Fee waived for MPA Committees wishing to hold a CE program.)

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

Continuing Education Statement must be in promotional material as stated below. The program is co-sponsored by the Michigan Psychological Association and the XXXXXXXXXXXXXXXX. The Michigan Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The Michigan 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 Attachment 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

**ATTACHMENT B**  
**INITIAL CE PROGRAM APPLICATION**

---

Organization Name

---

Address

State

Zip

---

Contact E-mail

---

Course/Program Title (If only one offering, give that title; if more than one give overall conference title)

---

Instructor(s) names

Course Level: \_\_\_ Advanced \_\_\_ Intermediate \_\_\_ Introductory

Target Audience: \_\_\_ Psychologist \_\_\_ Psychiatrists \_\_\_ MFT/LCSW/LEP \_\_\_ Other

---

Course Date(s)

Course Time(s)

Total CE Hours/Credits

✓✓

Course Materials Check List

✓✓

*Please use the following check list to ensure all required course materials have been included with this course application. Incomplete applications will be returned.*

- **Course syllabus** showing how the course pertains to theory, practice, methodology or research of the profession of psychology at a post-doctoral level and containing:
  - Course Outline, including the time devoted to each major topic
  - Course description with references that demonstrate how the course meets content requirements listed below.
  - Measurable learning objectives written to the APA Standard
- **Instructor Curriculum Vitae**
- **Course Content** (*From APA's Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*) must meet at least one of the following criterions. Please note which one(s) is met.

**Attachment B1 – INITIAL APPLICATION FOR CONTINUING EDUCATION CO-SPONSORSHIP WITH THE MICHIGAN PSYCHOLOGICAL ASSOCIATION**

---

1. Organization or Individual

---

2. Address City State Zip

---

3. E-Mail Contact Person

---

4. Name of MPA Member who will be a part of the planning process: (please print)  
(MPA requires that at least one MPA member be an integral part of planning this continuing education activity, sign this application, and assure adherence to MPA policies on continuing education.)

4. Date(s) of the Activity: \_\_\_\_\_

5. Location: \_\_\_\_\_

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)

# Attachment C

## MPA Co-Sponsorship for Continuing Education (CE)

### Committee Guidelines & Application

---

MPA Continuing Education Co-Sponsorship provides MPA Committees the following:

- MPA will review course application to confirm that it meets published APA standards
  - MPA will award CE credits under our APA approval status as a sponsor of CE for psychologists
  - MPA will provide attendance confirmation forms and a required course evaluation template for all approved courses
  - MPA will maintain all records to meet APA's reporting requirements
- 

The requirements of the Committee presenting the course consist of/but are not limited to:

- Managing all logistics and costs associated with the workshop.
- Submitting a completed application (see attachment) including:
  - a course syllabus (workshop description and timed outline)
  - learning objectives written to APA Standards (see separate guide)
  - references written in APA format (10 years old or less)
  - instructor curriculum vitae, and
  - all related marketing materials for advance review

**Note:** Applications will be returned for revision if they fail to meet these requirements.

- Returning to MPA within three weeks of the event: (1) a copy of the **MPA approved attendance confirmation form** for each attendee awarded CE credit, (2) a completed course sign in sheet, (3) a program attendance report and (4) all completed course evaluation forms.
  - Payment of a \$.00 administrative fee for each attendee awarded CE (covers printing, postage, tracking/maintaining files and staff time) must accompany the attendance report.
- 

#### Course Application

The Committee Chair must complete a current application (see attachment) and MPA central office must receive it for processing at least three weeks prior to the planned presentation. MPA will review the application generally within a week of receipt. No course can be advertised as approved (implicit or explicit) until formal approval is granted. No course will be accepted for review after the start of the event.

#### Approval Language for Marketing and CE Certificate

In order to qualify for MPA co-sponsorship of a course, all marketing materials associated with a workshop must contain the following two statements in either standard or reduced font size:

- 1) "MPA is co-sponsoring with (name of Committee). The Michigan Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. MPA maintains responsibility for this program and its contents."
- 2) "Important Notice: Those who attend the workshop and complete the MPA evaluation form will receive (number of credits) continuing education credits. Please note that APA CE rules require that we give

## Attachment D

### 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 MPA 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.

**1. 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

## Attachment E

### Levels of Programing

In general, there are no concrete rules regarding labeling the content of CE programs as introductory, intermediate, or advanced. It is important for sponsors to evaluate the level of their programming effectively so the learner understands the level at which information will be presented and for the sponsor to develop learning objectives that are consistent with that level.

*All CE programs must address content at the post-doctoral level.* However, there are differences between the levels of programming that can be considered.

Introductory – Content is designed for psychologists who may have little to no background in a specialized skill or content area. Through this level of programming, the learner can become acquainted with the theoretical underpinnings, principles, methods, and perspectives of a content area. An introductory level program also may serve as the foundation for subsequent intermediate and advanced learning. Introductory level programing may also be related to an emerging area of knowledge or practice. Although this content can be used as a foundation for more advanced learning, an introductory level program may simply focus on breadth, enrichment or general knowledge.

Intermediate – Intermediate level programming builds upon the learners' foundational knowledge in a content area. Programming at the intermediate level includes more depth than that which is associated with a beginning level program. The program of instruction can build on the learners' familiarity with the literature and/or experience. Programming can help the learner understand applications and limitations of theories and applied skill sets. Intermediate level programming may also focus on an integration of skills. This programming could also serve as a refresher course for individuals who have background in a content area and are interested in learning more contemporary applications.

Advanced – CE program content at an advanced level builds upon established experience, knowledge and skills in the content area. This may include more diverse applications to specific populations, or a novel application of the skill presented. Advanced level programming allows learners to refine their knowledge and skills in a content area and learn to effectively utilize them across challenging contexts. The content and instructional flow is consistent with the needs of a learner who has knowledge, experience, and skills in the content area. Advanced level programming tends to be more specialized in nature and allows the learner to integrate and enhance knowledge and skills into their practice or other professional domains.

## Attachment F

### Documentation of Attendance

**PURPOSE:** The awarding of CE credit is based on participation in learning activities offered in accordance with the Standards described in this document.

**PROCEDURE:** One credit is awarded for each hour of the CE activity in which learning takes place. Full or half-credits may be awarded. Credit is not awarded for lunch or breaks longer than 15 minutes. Each participant must receive a documentation of attendance stating the continuing education activity, the number of credit hours received the signature of the MPA Executive Director and a statement of APA CE approval. The Program Chair is an elected officer of MPA, with contact with the Executive Committee which maintains adequate oversight of CE procedures. The signature of the Executive Director and/or the CE Chair on attendance documents ensures communication with the CE Program Chair.

## ATTACHMENT H

### Seminar Timelines

#### **12 Months Out**

Secure Venue

Contact Potential Speakers

#### **9 Months Out**

Send Speaker Planning Sheet – Attachment L

#### **6 Months Out**

Initial Application Submitted to Program Committee Chair – Attachment A

MPA Committee(s) Committee CE Application submitted to both Program Committee Chair and MPA Executive Director – Attachment P

#### **5 Months Out**

Send Guide to Writing Learning Objectives to Speakers – Attachment D

Executive Director to Send speaker contract – Attachment O

#### **4 Months Out**

Send Sample Brochure/Promotional Design – Attachment R to Program Chair and Executive Director

Save the date email created by Executive Director and sent to MPA members, placed in Friday Update and Social Media spots as well

#### **2 Months Out**

MPA Office to begin email blasts 6 weeks before seminar date

MPA Office to send out Registration email to MPA members.

#### **1 Month Out**

Begin “testimonials” alternately with blast of brochure weekly

## Attachment I

### **AWARDING CE CREDIT POLICY**

PURPOSE: The awarding of CE credit is based on participation in learning activities offered in accordance with the Standards described in this document.

PROCEDURE: One credit is awarded for each hour of the CE activity in which learning takes place. Full or half-credits may be awarded. Credit is not awarded for lunch or breaks longer than 15 minutes. Each participant must receive a documentation of attendance stating the continuing education activity, the number of credit hours received the signature of the MPA Executive Director and a statement of APA CE approval. The Program Chair is an elected officer of MPA, with contact with the Executive Committee which maintains adequate oversight of CE procedures. The signature of the Executive Director and/or the CE Chair on attendance documents ensures communication with the CE Program Chair.

## ATTACHMENT K

### MPA COMPLAINT AND GRIEVANCE PROCEDURE

Michigan Psychological Association is fully committed to conducting all activities in strict conformance with the American Psychological Association's Ethical Principles of Psychologists. Michigan 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 Program Committee Chair in consultation with the members of the continuing education committee, the Michigan Psychological Association Ethics Chairperson and the Program Committee Chairperson.

While Michigan Psychological Association goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which come to the attention of the convention staff which require intervention and/or action on the part of the convention staff or an officer of Michigan Psychological Association. This procedural description serves as a guideline for handling such grievances.

When a participant, either orally or in written format, files a grievance and expects action on the complaint, the following actions will be taken.

1. 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 will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.
2. If the grievance concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the convention chair will mediate and will be the final arbitrator. If the participant requests action, the convention chair will:
  - a. attempt to move the participant to another workshop or
  - b. provide a credit for a subsequent year's workshop or
  - c. provide a partial or full refund of the workshop fee.

Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.

3. If the grievance concerns Michigan Psychological Association CE program, in a specific regard, the CE Chair will attempt to arbitrate.

Please contact Chris Sterling, Program Chair, by email at [miles702@me.com](mailto:miles702@me.com) or in writing to, 124 W Allegan Street, Suite 1900 Lansing MI 48933 to submit a complaint, or if you have additional questions.

## Attachment L

### SPEAKER PLANNING SHEET

**1. Your Name, Degree, and Title As You Wish It to Appear In the Brochure:**

(For example, John Smith, Ph.D., Professor of Psychology, Um, Ann Arbor)

**2. CONTACT INFORMATION: Phone # (daytime):** \_\_\_\_\_

**Cell #:** \_\_\_\_\_

**Fax #:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**3. Are there any dates or times that you would not be available if we needed to contact you?**

**YES (please list)** \_\_\_\_\_ **NO**

**4. TITLE OF THE PRESENTATION:**

**Is this institute intended to meet the MPA ethics/legal requirements for continuing education for psychologists?**                      **Yes**                      **no**

**5. DESCRIPTION OF THE PRESENTATION: (see examples at end)**

**7. INSTRUCTIONAL LEVEL – Please indicate the educational level of this presentation:  
(Please see Attachment D – Target Audience and Instructional Level)**

\_\_\_\_\_ Basic

\_\_\_\_\_ Intermediate

\_\_\_\_\_ Advanced

**SPEAKER PLANNING SHEET**

**8. APPLICATION OF THE CONTENT OF YOUR PRESENTATION: Participants who work with the following groups would benefit from this presentation (Check all that apply):**      **Infancy/Toddlers**

\_\_\_\_\_ Childhood

\_\_\_\_\_ Adolescence

\_\_\_\_\_ Young Adult

\_\_\_\_\_ Adult

\_\_\_\_\_ Older Adult

**9. LEARNING OBJECTIVES (by the end of the Institute, participants will be able to . . .):  
(Please see Attachment C “Guidelines for Writing Objectives”) There MUST be three to four objectives for a one- to-three hour program; five to six objectives for a four- to-seven hour program.**

**10. REFERENCES: please submit at least 3 - 5 literature references for the basis of your presentation no more than 10 years old. This is a requirement of the APA Sponsor Approval System.**

**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

**11. EDUCATIONAL FORMAT (lecture, discussion, tapes, etc.):**

**12. BRIEF BIOGRAPHICAL INFORMATION FOR THE BROCHURE:**

13. Would you like to take questions from those planning to attend your institute before you present? This could be helpful in shaping your presentation.

YES

NO

14. Do you have some materials or suggestions for materials that you would like your audience to review before your institute? For example, a book chapter, article, etc.

YES (If yes, please provide these materials or a reference)

NO

15. CURRICULUM VITAE \_\_\_\_ Please include your curriculum vitae, as it will be used for introductions.

16. EQUIPMENT YOU WILL NEED FOR YOUR PRESENTATION:

NOTE: You are responsible for bringing a laptop unless you notify the MPA office two weeks in advance that this is not possible. \_\_\_\_ Please check here if you will be bringing a MAC computer.

Please check all that apply

\_\_ Slide Projector

\_\_ Screen

\_\_ Overhead Projector

\_\_ TV/VCR

\_\_ Lavalier Microphone

\_\_ Flip Chart or Easel

\_\_ Chalkboard or Whiteboard

\_\_ LCD Projector (speaker to provide laptop)

\_\_ Wireless Mouse

\_\_ Other If Available \_\_\_\_\_

17. HANDOUTS: Handouts are not printed out. They will be emailed and sent to participants prior to the presentation. We encourage speakers to have a handout of any presentation they plan to show to the audience, i.e. PowerPoint.

We encourage speakers to create a reference list that can be included.

If any handouts are copyright **protected**, you **must** obtain permission and forward a copy of the permission slips to **MPA** before we can have them copied.

\_\_\_\_\_ I will send masters of my handout 1 week prior to my presentation.

\_\_\_\_\_ I will be providing my own handouts (association will let me know 1 week prior to my presentation the number of copies I will need to bring – and I assume responsibility for the expense).

18. BOOKS

Please indicate books (yours or other authors) that you feel would be of interest to the attendees of your institute/workshop so we might have a speaker book list available for attendees. List others on a separate sheet of paper. Note – MPA will not require participants to purchase any book.

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Publisher: \_\_\_\_\_

**RETURN TO: LaVone Swanson, Executive Director**

**124 W Allegan Street, Suite 1900**

**Lansing, MI 48933**

**phone: 517-347-1885      fax: 517-484-4442**

**e-mail: lavone.swanson@gmail.com**

**PLEASE EMAIL THIS PLANNING INFORMATION**

**SAMPLE ONE: 6-hour presentation**

**Not All that Blows Up is Bipolar:**

**Disentangling Mood and Externalizing Disorders in Youths**

John Smith, Ph.D.

Professor of Psychology, University Name

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

**SAMPLE TWO: 1 to 3 hour presentation**

**Gender Identity/Expression and Transgender Communities**

Jane Smith, Ph.D.

Director, LGBTQ Center at Institution

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 & Discussion

# Attachment M

## **SPEAKER AGREEMENT**

The Michigan Psychological Association is approved by the American Psychological Association to offer continuing education credits. As such, we must require that the presentation and promotion of continuing education activities meet the following criteria, and your signature at the end of this document will signify acceptance.

### **Ethical Principles**

The conduct and promotion of this continuing education activity will follow the principles set forth in the American Psychological Association's *Ethical Principles of Psychologists*.

The Michigan Psychological Association is approved by the American Psychological Association to offer continuing education credits. As such, we must require that the conduct and promotion of continuing education activities follow the principles set forth in **APA's *Ethical Principles of Psychologists***. Your signature will be considered confirmation that you will abide by the ***Ethical Principles***.

### **Disclosure**

According to APA's Standards and Criteria for continuing education, presenters must include statements that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

Presenters must provide a sufficient basis for the interpretation of program information by informing participants of limitations of the content being taught, including contradictory evidence and its source. For example, presentations that include discussions of clinical assessments, treatments, or interventions also describe the evidence for this information, including the basis (e.g., research, established psychological practice, clinical expertise, and patient acceptability) of such description or claims, and the severe risks, if any, and also those risks that are most common.

### **Diversity**

MPA has a strong commitment to respect cultural diversity. Please include in your outline how you will consider issues of diversity in your program. Depending on your topic, you might include information about research findings concerning the effects of age, culture or race on medication response, treatment effectiveness and generalizability of results cross populations.

For example, in a presentation about psychotherapeutic interventions with the elderly, it would be helpful to include information such as

- how the elderly might respond differently than younger people to psychotropic medications and treatment strategies,
- and how cultural differences in how respect is shown to elders might have implications for the clinician's approach to the client.

**Financial Arrangements**

I agree to accept any arrangements outlined in the letter or e-mail accompanying this agreement.

**Conflict of Interest**

I agree to disclose to MPA and the participants any potential conflict of interest and/or commercial support for this program.

Note: any relationship that could be reasonably construed as a conflict of interest must be disclosed.

**Speaker Information**

I agree to provide MPA with the information needed to promote this institute and meet the APA continuing education requirements.

**Cancellation**

I understand that MPA reserves the right to cancel the presentation if adequate registrations are not received **two weeks prior to the date of this presentation.**

Please sign and return to: LaVone Swanson, Executive Director – lavone.swanson@gmail.com

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_ Social Security # \_\_\_\_\_

**Please include only if receiving honorarium**

## Sample Sign-in Sheet

<p style="text-align: center;"><b>Michigan Psychological Association TeleHealth &amp; PSYPACT Alex Siegel, J.D., Ph.D. July 13, 2018 Okemos Conference Center, Okemos, MI</b></p>					
	NAME	TIME IN	SIGNATURE	TIME OUT	SIGNATURE
1	<b>Bingham, Daniel</b>				
2	<b>Cantrell, Christine</b>				
3	<b>Clark, Mary</b>				
4	<b>Connell, David</b>				
5	<b>Dermyer, Heather</b>				
6	<b>Gartland, Diane</b>				
7	<b>Gedeon, Stacey</b>				
8	<b>Golumbia, Linda R.</b>				
9	<b>Hood, Camille</b>				
10	<b>Hornacek, Nick</b>				
11	<b>Joseph, Denise</b>				
12	<b>Lewandowski, Alan</b>				
13	<b>Moss, Donald</b>				
14	<b>Patterson, Elissa</b>				
15	<b>Pejsa-Reitz, Megan</b>				
16	<b>Pietrofesa, John</b>				
17	<b>Pietrofesa, Cathy</b>				
18	<b>Retterath, Bruce</b>				
19	<b>Rogell, Michael</b>				
20	<b>Salzman, Kenneth</b>				
21	<b>Shay, Kathleen</b>				

**Michigan Psychological Association  
TeleHealth & PSYPACT  
Alex Siegel, J.D., Ph.D.  
July 13, 2018  
Okemos Conference Center, Okemos, MI**

	<b>NAME</b>	<b>TIME IN</b>	<b>SIGNATURE</b>	<b>TIME OUT</b>	<b>SIGNATURE</b>
22	<b>Siegel, Alex</b>				
23	<b>Smith, Lewis</b>				
24	<b>Sterling, Christopher</b>				
25	<b>Stern, Charles</b>				
26	<b>Toepler, Jeffrey</b>				
27	<b>Tomakowsky, Janice</b>				
28					
29					
30					
31					
32					
33					
34					
35					

# ATTACHMENT O

## Speakers Agreement

This agreement is between Dr. XXX Ph.D., (Speaker) and Michigan Psychological Association (Organization), 124 W. Allergan Suite 1900, Lansing, MI 48933. The Michigan Psychological Association (Organization) wishes to retain the services of Dr. XXX (Speaker) to deliver a presentation for the 20XX Michigan Psychological Association as follows:

**Date:** Friday, April 20<sup>th</sup>, 2018 **Event Time:** 9:00 a.m. to 5:00 p.m.

**Event Location:** The James B. Henry Center for Executive Development  
3535 Forest Road  
Lansing, MI 48910

**Event Title: THE OPIOID EPIDEMIC**

**Number of Participants:** Anticipating 75-125

The Speaker agrees to present to the best of his/her ability 1.5 hours of information and material regarding XX TOPIC.

Disclosures: During the CE session, how will you disclose to participants the accuracy and utility of the materials being presented, the basis of such statements, the limitations of the content being taught and the severe and most common risks?

In exchange for the products and services provided, the Organization agrees to compensate the Speaker as follows:

**Professional Fee:** \$00.00

- **Travel:** The Organization will pay for all of the speaker's reasonable and customary travel expenses including coach airfare, ground transportation, and lodging.

**Video-Audio Taping:** The Organization agrees not to audio or video tape the presentation without prior written agreement.

This constitutes the entire agreement between the parties.

\_\_\_\_\_

Date: \_\_\_\_\_

(La Vone Swanson. (MPA Executive Director)

\_\_\_\_\_

Date: \_\_\_\_\_

Speaker

ATTACHMENT Q

**RELEASE AGREEMENT**

Whereas, Michigan Psychological Association (the "Producer") is engaged in a project, taping the "Brains and Behavior" presentation On October 19, 2018 (the "Video"), and

Whereas, I, the undersigned, have agreed to appear in the Video, and

Whereas, I understand that my voice, name, and image will be recorded by various mechanical and electrical means of all descriptions (such recordings, any piece thereof, the contents therein and all productions thereof, along with the utilization of my name, shall be collectively referred to herein as the "Released Subject Matter),

I hereby freely and without restraint consent to and give unto the Producer and its agents, or assigns, or anyone authorized by the Producer, (collectively referred to herein as the "Releasees") the unrestrained right in perpetuity to own, utilize, or alter the Released Subject Matter, in any manner the Releasees, may see fit and for any purpose whatsoever, all of the foregoing to be without limitation of any kind. Without limiting the generality of the foregoing, I hereby authorize the Releasees and grant unto them the unrestrained rights to utilize the Released Subject Matter in conjunction with the Video's advertising, publicity, public displays, and exhibitions. I hereby stipulate that the Released Subject Matter is the property of the Producer to do with as it will.

I hereby waive to the fullest extent that I may lawfully do so, any causes of action in law or equity I may have or may hereafter acquire against the Releasees or any of them for libel, slander, invasion of privacy, copyright or trademark violation, right of publicity, or false light arising, out of or in connection with the utilization by the Releasees or another of the Released Subject Matter.

It is my intention that the above mentioned consideration represents the compensation I am entitled to be zero dollars in connection with any and all usages of the Released Subject Matter. I expressly stipulate the Releasees may utilize the Release Subject Mater or not as they choose in their sole discretion without affecting the validity of this Release.

I hereby certify that I am over the age of eighteen, and I have read, understood, and agreed to the foregoing.

Print Name	Signature	Date
Address: _____		
City, State, Zip: _____		
Phone Number: _____		

## 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 Michigan Psychological Association and (XXXX co-sponsoring organization). The Michigan Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. MPA 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, Ph.D.

Professor of Psychology and Neuroscience

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 Michigan 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: MORNING WORKSHOPS - FRIDAY, APRIL 28**

**Time:** 9:00 am – 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:**

\$185 MPA Members & Non-Psychologist Members of Other Professions \$250  
Psychologist non-members of NCPA

\$75 Students (includes both lunch and breaks)

**SAMPLE TWO**

**Gender Identity/Expression and Transgender Communities**

Terri Phoenix, Ph.D.

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 nonconforming people, and recommendations for working effectively with transgender and gender nonbinary 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: AFTERNOON WORKSHOPS - FRIDAY, APRIL 28**

**Time:** 1:30 pm - 4:45 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:** \$185 MPA Members & Non-Psychologist Members of Other Professions

\$250 Psychologist non-members of MPA

\$75 Students (includes both lunch and breaks)

**SAMPLE THREE**

**Michigan Psychological Association**  
Presents

**Ethics  
&  
"Pain: Conceptualization and Treatment"**

*Presenters:*

**Alan Lewandowski, Ph.D.  
Kevin McDowell, Psy.D.**

**Friday, October 5, 2018  
9:30 a.m. – 3:30 p.m.  
5 CE Credits**

Marquette General Hospital  
580 W College Ave  
Marquette, MI 49855

**Friday, October 5, 2018**

9:00 a.m. – 9:30 a.m.  
9:30 a.m. – 9:40 a.m.  
9:40 a.m. – 11:00 a.m.

Registration  
Introductions and opening remarks – Amanda Johnson, *PhD, ABPP-CN*  
Positive Ethics Part I: A Brief History of Ethics and Introduction to the MPA

## Ethics Committee

	- Alan Lewandowski, Ph.D.
11:00 a.m. – 11:10 a.m.	Break
11:10 a.m. – 12:15 p.m.	Positive Ethics Part II: Promoting Ethical Standards for Michigan Psychologists - Alan Lewandowski, Ph.D.
12:15 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 2:15 p.m.	"Pain: Conceptualization and Treatment" Kevin McDowell, Psy.D.
2:15 p.m. – 2:30 p.m.	Break
2:30 – 3:30 p.m.	"Pain: Conceptualization and Treatment" Kevin McDowell, Psy.D.
3:30 p.m. – 3:50 p.m.	Questions and Answers
3:50 – 4:00 p.m.	Closing Remarks – Amanda Johnson, PhD, ABPP-CN

## Ethics

### **Positive Ethics Part I: A brief history of ethics and introduction to the MPA Ethics Committee** *Alan Lewandowski, Ph.D.*

This presentation will provide an introduction to ethics and ethical thinking as a generalizable concept over time and as perceived by different cultures, religions, and historical figures. Examples will be provided of well know individuals and groups who attempted to define ethics as a construct in order to lend greater clarity, specificity, and understanding of this abstract idea. In addition, an introduction to the workings of the MPA Ethics Committee will be provided.

### **Positive Ethics Part II: Promoting Ethical Standards for Michigan Psychologists** *Alan Lewandowski, Ph.D.*

This presentation will address frequent ethical concerns ranging from minor difficulties to major violations of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (Ethics Code) and Michigan Compiles Laws. Recent case examples primarily of Michigan psychologists will be provided and attendees will be offered the opportunity to assist in differentiating between unethical and illegal behavior.

## **Learning objectives**

### **Ethics**

At the end of the conference attendees will:

1. Have a better understanding of the historical roots of psychological ethics and an appreciation for positive ethics approach to resolving conflicts.
2. Understand the basic process for pursuing ethical complaints and appreciate the steps to resolving ethical dilemmas.
3. Recognize ways to respond when one is accused of professional misconduct in the course of a forensic consultation and understand how to take proactive steps to avoid these situations.

### **"Pain: Conceptualization and Treatment"**

This presentation is designed to help you:

1. Conceptualize chronic pain;
2. Utilize evidenced based approaches in the treatment of chronic pain; and
3. Explain the differences between acute and chronic pain.

Location: Marquette General Hospital, 580 W College Ave, 3-B, Marquette, MI 49855

Registration ends on **October 1, 2018**

## ATTACHMENT S

### What does Diversity mean as an Approved Sponsor?

[Standard B, Criterion 5](#) states “Sponsors must both select instructors and develop program content that respects cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.”

At its core, respect for diversity centers around acceptance, respect, and the understanding that each person is a unique individual. Individual differences can include, but are not limited to, dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, ability/disability status, religious or spiritual beliefs, and political ideology. Sponsors are required to take diversity issues into consideration when selecting presenters and program content.

Addressing the CE Application question regarding diversity goes beyond a simple statement indicating a respect for diversity or indication that there is a policy statement regarding diversity in place. Considering the issue of diversity at a broader level allows sponsors to further improve CE programming and facilitate the overall process of learning. In evaluating applications for CE Sponsor Approval, the Continuing Education Committee (CEC) does not have a specific “correct” response to which all applicant responses are compared. The CEC instead evaluates whether applicants appear to understand the importance of selecting presenters from diverse backgrounds and that these presenters have the responsibility of structuring CE programming reflective of the potential differences in the populations included in the program content and the audience. Program content that is inclusive of diversity reflects the appreciation of a diverse population and focuses on the acknowledgement and respect of the richness of differences.

In linking diversity to the overall process of learning (emphasized throughout Standards C and D), acknowledging diversity among audiences, client groups, and educators promotes translational learning. The transfer of knowledge involves an integration of new information with an individual’s prior knowledge and experiences, and it involves an understanding of how this new information applies to the learner or to the population that the learner serves. In addition, understanding differences allows for a “safe” learning environment in which all individuals feel valued and respected.

Sponsors are encouraged to examine whether their CE programs are consistent with the APA Guidelines on [Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists \(2002\)](#), [Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients \(2012\)](#), [Guidelines for Psychological Practice with Transgender and Gender Nonconforming People \(2015\)](#), and the [Resolution on the Americans with Disabilities Act \(2008\)](#).

Sponsors are encouraged to select presenters and include programming that:

- a. Establishes an environment which encourages and respects diverse and divergent viewpoints
- b. Encourages learners to share their experiences and views, even if they are not fully consistent with those of the presenter

- c. Creates an atmosphere of inclusion and respect
- d. Facilitates interactions which reflect respect for differing viewpoints
- e. Includes program material and content which emphasize and include diversity in the populations served as well as in the learning group
- f. Ensures that the program is accessible for all participants
- g. Facilitates experiential learning which allows learners to process information and make connections that facilitate deep learning
- h. Includes a focus on different circumstances that may vary within and between groups

## References

- American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist, 70*, 832-864.
- American Psychological Association. (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. Retrieved from <https://www.apa.org/pi/lgbt/resources/guidelines.aspx>
- American Psychological Association. (2008). Resolution on the Americans with Disabilities Act. Retrieved from <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>.
- American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist, 58*, 377-402. Doi: 10.1037/0003066X.58.5.377
- Association of American Medical Colleges (2008). The diversity research forum. Retrieved from <http://www.aamc.org/Publications>
- Dogra, N., Reitmanova, S., & Carter-Pokras, O. (2009). Twelve tips for teaching diversity and embedding it in the medical curriculum. *Medical Teaching, 31*, 990-993.
- Haldeman, D. (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist, 67*, 10-42.



## MPA Committee CE Course Application

Committee Name \_\_\_\_\_

Committee Chair \_\_\_\_\_

Email \_\_\_\_\_

Course Title \_\_\_\_\_

Course Level:  Advanced     Intermediate  
 Introductory

Target Audience:  Psychologist     Psychiatrists  
 MFT/LCSW/LEP     General Public/Other

Course Date \_\_\_\_\_

Course Time \_\_\_\_\_

Total CE Hours/Credits \_\_\_\_\_

Instructor(s) Name \_\_\_\_\_



### Course Materials Check List



*Please use the following check list to ensure all required course materials have been included with this course application. Incomplete applications will be returned.*

- **Course syllabus** showing how the course pertains to theory, practice, methodology or research of the profession of psychology at a post-doctoral level and containing:
  - Course Outline, including the time devoted to each major topic
  - Course description with references that demonstrate how the course meets content requirements listed below.
  - Measurable learning objectives written to the APA Standard
- **Instructor Curriculum Vitae**
- **Course Content** (*From APA's Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists*) must meet at least one of the following criteria. Please note which one(s) is met.
  - 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. **NOTE:** *At least three (3) current (10 years or less) relevant references (in APA format) must be provided as evidence that program content has met the selected criterion.*
  - Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.
  - 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.
- **Marketing Materials** must be approved by MPA in advance of course approval and before they are distributed.

## Course Monitoring

Please describe your procedures for actively insuring full course attendance.

---

---

List this event under CPA's CE/Event Calendar? *If yes, please provide the following information:*

Course site name and address. (Please provide full address)

Contact Person

Email

Phone

## Payment and Return of Course Materials

A \$15 administrative fee for each attendee who received CE credit, and all required course materials, must be received within three weeks after the workshop occurs. If payment is not made, or if any of the required course material is missing, all co-sponsorship is void. All marketing pieces produced for the course must also be included.

## Authorization

I certify on behalf of  (MPA Committee) that the preceding statements and the enclosed documents are true. I understand that any false statements may result in the revocation of MPA continuing education sponsorship. I understand that I am responsible for maintaining all standards outlined in the MPA continuing education sponsorship guidelines and application and that this course may be subject to an unannounced on-site audit.

Committee Chair

Date

## Reminders

- ◇ Advertising - Please use this precise language when referring to CE credit: "MPA is co-sponsoring with (name of Committee). The Michigan Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. MPA maintains responsibility for this program and its contents"
- ◇ CE Credits - The term "CEU" is copyrighted by an organization known as IACET (International Association for Continuing Education & Training) and it represents 10 hours of class time for a single hour/credit of adult learner credit. CE credit in psychology is calculated on an credit per hour basis. Please always use the term CE credits.

## Important

- ◇ Completion of this form does not constitute MPA continuing education co-sponsorship.
- ◇ If granted, MPA continuing education co-sponsorship will become effective on the date set forth in the notification of approval letter.

◇ Please return this form and all necessary materials to LaVone Swanson at MPA:  
124 W. Allegan St., Ste. 1900, Lansing MI 48933  
(p) 517-347-1885 • (f) 517-484-4442 • (e) lavone.swanson@gmail.com