

Faculty Course Planning Form

This form is in three main sections. Section I elicits information for marketing, Section II is information to obtain CE accreditation, Section III is information to obtain CME accreditation. *Section III is currently limited to weekend conferences only.*

SECTION I: Information for the website/event creation

Type of Offering: *(seminar, weekend, course, program update, etc.)*

Title:

Dates

Start date:

End date:

Meeting times:

Total # of Hours (subtract the breaks) - for CE credit calculation

Meeting Location: *i.e. Zoom or in-person?*

Chair Person(s)

Faculty list: (will be linked to Membership Directory pages so faculty have control of their bio/image)

Course Description as you would like it to read on the website and in marketing materials:

Course schedule:

dates, titles for each date if possible, presenter if known

How to sign up:

Do you want people to register on the event calendar or do they need to apply to the program and be accepted?

OPTIONAL Additional information you may want to include if you have it:
List of Readings for participants:

Connections:

Do you want this program to link to another program (for example, the child immersion day might want a link to the Child Combined Program page)

Any extra information you think Anna or Melonie will need to know:

STOP: Does your course offer credit hours?

NO ->

This information would be enough for Melonie to create a webpage and/or event. If your training does NOT give out any CE credits you do not have to complete any other section. Email this form to

annainnes@theipi.org and director@theipi.org.

As another option, you can also copy and paste the information into the form directly on the website, and Caroline, Anna, and Melonie will all be notified. In addition, you will be emailed a copy of the information you entered.

YES ->

Continue to Section II on next page.

SECTION II: CE CREDIT - Information to report to APA

Course Description: (2-3 paragraphs) for the course overall that cover the following items¹:

1. Include information about how the conference material relates to clinical practice
2. The main focus of the conference and the topics that will be addressed in each presentation
3. This description needs to highlight the practice need or practice gaps. In other words, why is this course needed for our prospective participants? What evidence is there of such need? This is very important information to be included in the overall course description for the conference as a whole. Our accrediting bodies (APA and APsaA) pay a great deal of attention to this rationale for our hosting this conference, and will examine the link between the learning objectives and the practice gaps. Courses offered for CE/CME credit are expected to be developed to address specific “practice gaps.” Practice gaps are gaps between current practice and desirable or achievable practice. The course should be designed to provide new knowledge, strategies or skills to fill the gap. This concept is a defining feature of CE/CME education.
4. How might the material covered in the presentations improve the clinician’s strategies, skills and performance?

¹ *This same course description can be used for CME courses as well; weekend chairs, you only need to enter this information here, no need to copy and paste.*

Course Description:

B. **APA Educational Criteria**

Identify which of the three APA educational criteria below is best addressed by this course. **CHOOSE ITEM c** (unless you have compelling evidence to support a or b)

1. **Select one of the following:**

- a. Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary peerreviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach;
- b. Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research;
- c. 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. **Brief narrative:** *provide brief narrative describing how your course meets the criteria you selected.*

3. **Empirical references:**

Provide at least three empirical references published within the last 10 years that support course content:

STOP: Does your training provide CME credit?

YES -> SKIP TO [SECTION III](#)

NO - > Continue with part C.

C. **Educational Objectives** - This section is for all trainings that will NOT provide CME credit.

Objectives should follow the guidelines, and describe specific observable and measurable knowledge, strategy or skill that the clinician is expected to obtain from attending the session to address the practice gap and educational need outlined above.

Example: After attending this session, participants should be able to

- 1. List 4 common reactions of therapists to the suicide of a patient, and apply 3 examples of helpful responses to colleagues losing a patient to suicide;*
- 2. Summarize 3 experiences specific to suicide survivors.*

Begin each objective with a verb from this list:

List, describe, recite, write, summarize, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique

You can refer to [IPI Guidelines for Writing Course Objectives](#) for more information.

STOP:

Since your training does NOT offer CME credit hours, you do not have to complete any other section. Email this form to annainnes@theipi.org and director@theipi.org.

As another option, you can also copy and paste the information into the form directly on the website, and Caroline, Anna, and Melonie will all be notified. In addition, you will be emailed a copy of the information you entered.

SECTION III: CME CREDIT Information to report to APsaA

WEEKEND ONLY at this time

Courses offered for CME credit are expected to be developed to address specific “practice gaps.” Practice gaps are gaps between current practice and desirable or achievable practice. The course should be designed to provide new knowledge, strategies or skills to fill the gap. This concept is a defining feature of CME education, and should be kept in mind as you complete this form. There will be a question later in the form asking you to describe the practice gaps that this training is designed to address.

Examples of identified “practice gaps” from the IPI November 2020 weekend conference:

·Example 1: This session addresses a practice gap in recognizing the states of mind that occur leading up to a near lethal suicide attempt. Practitioners are often trained to recognize risk factors but not subtle shifts in thinking and feeling that occur in the hours prior to a suicide attempt.

·Example 2: Clinicians often do not hold a three-generation family history in mind when treating patients with suicidal thinking and behavior.

Keep the practice gap in mind as you answer the following information about your course.

- A. List the specific topic that will be addressed by the course content:
- B. Target Audience:
- C. Course Description (already finished in Section II)
- D. Educational Methods

List the educational methods that will be used to achieve the course objectives:

·Examples of methods: lecture, large group discussion, small group/GAM group, case presentation and discussion, panel presentation, etc.

E. Presenter Bios

Provide short bios for all presenters that demonstrate their area of expertise related to the course.

F. Objectives

Follow these specific guidelines for writing objectives in the next section of this form.

- *You will need to write two objectives for each separate session, including GAM group meetings and plenaries if they are included.*
- *Each objective should clearly describe what the learner will know or be able to do as a result of having attended the session. These objectives should relate directly to filling the “practice gap” (needed improvement in knowledge, strategy or skill) that the course content is addressing.*
- *Each objective needs to describe specific observable and measurable knowledge, strategy or skill that the clinician is expected to obtain from attending the session that they can apply in clinical practice.*
- *Begin every objective with one of the following approved action verbs:*
- *List, describe, recite, write, summarize, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique.*

Some examples of well-written educational objectives:

After attending this session, participants should be able to:

- *Explain termination as a distinct phase and process*

- *Apply Lacanian concepts to diagnose psychosis*
- *Analyze several fMRI study designs in neuroscience and psychotherapy and identify major brain areas in depressed patients*

If you are writing GAM group objectives, we have found the best method is to relate the GAM group objectives directly to the presentation that precedes the group, since that material will be foremost in the participants mind at the time of the group.

Some examples of GAM group objectives:

For a GAM group following a presentation on the Intersectionality of Racism and Sexism:

- *List and explain at least 2 ethical challenges that pertain to the intersectionality of racism and sexism.*
- *Utilize 2 clinical examples and 2 experiences shared in the small group discussion to integrate the theory presented in the session on intersectionality of racism and sexism with personal experience.*

You'll need to be prepared to complete the following 7 questions for each separate session of the training

(Each presentation, GAM group meeting, plenary, and closing dialogue is a separate session)

1. SESSION NAME:

2. Practice Gap

What professional practice gap(s) of your learners is the session designed to address? (maximum 100 words). You may find that the same practice

gaps apply to more than one session, or even most of the sessions. In that case, it is ok to use the same response for all sessions where it applies.

- *Example: Clinicians report feeling blindsided when a patient dies by suicide. This presentation provides information about the effects of patient suicide on clinicians.*

3. Educational need:

What is the educational need (in competence) that you determined to be the cause of the professional practice gap (maximum 50 words).

- *Example: Most clinical training programs do not include in their curriculum what to expect when a patient dies by suicide. Clinicians may not anticipate experiencing the short-term and longer-term effects and thus steps to ameliorate negative effects may not be taken.*

4. Skills to be learned

Describe what new knowledge, strategy, or skills this session was designed to provide to improve the participant's competence (maximum 50 words).

- *Example: This activity is designed to address the clinician's blind spot about the effects of patient suicide and changes the knowledge base of the clinician who may be able to anticipate the effects of patient suicide in themselves and in colleagues.*

5. Format:

Explain why the format of this session is appropriate for this activity (maximum 25 words).

- *Example: The lecture format with slides presenting data is an effective way to present research data from clinicians who had a patient die by suicide. This is an effective, experience-near way to understand the process.*

6. Outcome:

Indicate the desired outcome of this training for the participant: new knowledge, strategy or skill that addresses the practice gap (maximum 25 words.)

· *Example: Should a clinician have a patient die by suicide this presentation will help them understand the range of their reactions and the practical steps to take in regard to professional responsibilities and self-care.*

7. List two objectives for this session

Objectives should follow the guidelines above, and describe specific observable and measurable knowledge, strategy or skill that the clinician is expected to obtain from attending the session to address the practice gap and educational need outlined above.

· *Example: After attending this session, participants should be able to*

- 1. List 4 common reactions of therapists to the suicide of a patient, and apply 3 examples of helpful responses to colleagues losing a patient to suicide;*
- 2. Summarize 3 experiences specific to suicide survivors.*

Begin each objective with a verb from this list:

List, describe, recite, write, summarize, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique

Weekend Overview:

A. List the specific topic that will be addressed by the course content:

B. Target Audience:

C. Course Description (2-3 paragraphs):

[Covered in Section II, no need to repeat]

D. Educational Methods

[Click here to
review your description](#)

E. Presenter Bios

F. Objectives

Session 1:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 2:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 3:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 4:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 5:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 6:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 7

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 8

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 9:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 10:

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 11

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

Session 12

1. SESSION NAME:

2. Practice Gap:

3. Educational need:

4. Skills to be learned

5. Format:

6. Outcome:

7. List two objectives for this session

After attending this session, participants should be able to:

Objective 1:

Objective 2:

END

The planning form for CME credit is now complete. Email this form to annainnes@theipi.org and director@theipi.org.

As another option, you can also copy and paste the information into the form directly on the website, and Caroline, Anna, and Melonie will all be notified. In addition, you will be emailed a copy of the information you entered.

[Click here to go back to Section II, Part C. Educational Objectives](#)

GUIDELINES FOR WRITING CONTINUING EDUCATION OBJECTIVES

January 20, 2020

1. GENERAL GUIDELINES FOR WRITING LEARNING OBJECTIVES

Follow the APA Guidelines for Writing Objectives

Learning objectives for all IPI courses must be written to meet the requirements set by the. The APA guidelines for writing objectives are attached for your information.

Please contact Anna (annainnes@theipi.org) if you have any questions regarding these guidelines.

2. SPECIFIC GUIDELINES FOR THE NUMBER OF OBJECTIVES REQUIRED FOR EACH PRESENTATION

To meet the requirement, each course must have the following number of objectives:

2-3 objectives for 1-3 hours

3-4 objectives for 4-6 hours

5-6 objectives for 7-8 hours

You should approach this by writing separate objectives for each presentation in a longer course or conference.

Make sure you have:

- At least 1-2 objectives for each 1 or 1.5 hour presentation.
- Not more than 2 objectives for a 1 hour presentation, or more than 3 objectives for a 1.5 hour presentation.
- GAM group meetings also need objectives; and each GAM group in a longer program (like a weekend conference) needs to have a different objective.
- One approach to this is to write the objective anticipating that the GAM group will discuss the subject matter covered in the presentation(s) preceding it in the schedule.
- For an example, see the revised objectives for the April 2019 Weekend Conference and the 2019 summer institutes, attached.

3. **Submit draft objectives to Anna for review with Caroline along with the course description and schedule prior to advertising.**



Guidance for Writing Behavioral Learning Objectives

There are key components of well-written behavioral learning objectives that – when incorporated – allow for an optimal, articulated experience for learners. Consider using the below checklist when developing your objectives.

Are my learning objectives:

- **observable and measurable** (i.e., use action verbs that describe measurable behaviors)?
- statements that clearly describe what the learner will know or be able to do **as a result** of having attended an educational program or activity?
- focused on the learner?
- appropriate in breadth (not too few *or* too many – e.g., 3-4 objectives for a four-hour program)?
- sufficient in depth (at the **postdoctoral** level for psychologists and **clearly articulated** – e.g., does the *whole* of the objective make sense and is it appropriate for CE)?
- fully linked to: (a) the program narrative, (b) adequate references that support content, & (c) are listed on promotional materials?

Verbs to consider when writing learning objectives	Verbs to avoid when writing learning objectives
✓ list, describe, recite, write, identify	⊗ know, understand
✓ compute, discuss, explain, predict	⊗ learn, appreciate
✓ apply, demonstrate, prepare, use	⊗ become aware of, become familiar with
✓ analyze, design, select, utilize	
✓ compile, create, plan, revise	
✓ assess, compare, rate, critique	

Example of well-written learning objectives for a 4-hour CE session on hypnosis and pain:

At the end of this workshop, the learner will be able to:

1. Describe 3 key aspects of basic hypnosis theory and technique;
2. Explain differences between demonstrations of hypnotic technique and phenomena;
3. Identify 2 differences between acute and chronic pain; and
4. Demonstrate effective use of hypnosis in controlling acute pain.

Notes: For additional guidance on learning objectives, refer to the Standards and Criteria ([Standard C, Educational and Technical Assistance](#)). And, for further clarification on linking objectives, content, and promotional materials please refer to our [“What Should I Know about Standard D?”](#) resource.