**Steps Needed to Complete CE Course Application for FPA**

**Step 1.** Complete Sections of this document:

* A (Applicant & Basic Workshop Information)
* B (Course Material Checklist)
* C (Marketing Information)
* D (Disclosures)
* E (Checklist)
* Review Appendix

**Step 2.** Submit Proposal to [nickcole@flapsych.com](file:///C:\Users\DeborahFoote\Downloads\nickcole@flapsych.com) (physical address: P.O. Box 7416, Tallahassee, FL 32314; Fax number: 850-344-9085) **at least 45 days** in advance (medical errors courses must be submitted **at least** 90 days in advance). Incomplete applications will be returned. If this is a **co-sponsorship** proposal, please make arrangements to pay the required fee of $100 when submitting the proposal.

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| **SECTION A. APPLICANT AND BASIC WORKSHOP INFORMATION** |
| 1. Chapter/Sponsoring Entity: Click or tap here to enter text. |
| 1. FPA Member Responsible: Click or tap here to enter text. |
| 1. Course Title: Click or tap here to enter text. |
| 1. Type of Event:  In Person  Virtual Only  Both |
| 1. Course Level:  Advanced  Intermediate  Introductory  Student |
| 1. Target Audience:  Psychologist  General Public/Other  Psychiatrist   Student  LMFT/LCSW/LMHC |
| 1. Course Date/Time: Click or tap here to enter text.   Have you confirmed the date with the FPA Executive Director? Yes  No |
| 1. Total CE Hours/Credits: Click or tap here to enter text. |
| 1. Course Topic:  General |
| Medical Errors |
| Professional Ethics & Florida Laws and Rules |
| Domestic Violence |
| 1. Instructor Name(s): Click or tap here to enter text. |
| 1. Location Address (must be ADA compliant): Click or tap here to enter text. |
| Fees: FPA Member $Click or tap here to enter text.  Non-Member (minimum is $25 per CE credit) $Click or tap here to enter text.  Fee Refund Policy: Click or tap here to enter text. |

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| **SECTION B: COURSE MATERIAL CHECKLIST** |
| DIVERSITY STATEMENT: FPA is committed to CE programs that foster ongoing learning/discussion/exploration about individual and group differences, and how these relate to the practice of psychology. This can be achieved through examining the influence of sociocultural factors (e.g., the effects of culture, privilege, marginalization, and discrimination). Given this framework, we ask all presenters to incorporate sociocultural considerations into their presentation. |
| 1. DIVERSITY/SOCIOCULTURAL VARIABLES – Pick at least **two** of the following sociocultural variables that you will address in your presentation.   Ability/Disability  Age  Culture (e.g., language, rituals/traditions, values)  Education  Faith/religious background  Gender Identity  Immigration Status  National Origin  Race Ethnicity  Sexuality/Sexual Orientation  Explain how your workshop will discuss/explore the two or more selected sociocultural variables by examining impacts on clients, psychologists, populations served, and/or the therapeutic /consulting process. Limitations to the current body of knowledge with regards to diversity may also be discussed (see appendices for examples).  Click or tap here to enter text. |
| 1. COURSE OUTLINE – Include an outline and the time devoted to each major topic.   Click or tap here to enter text. |
| 1. COURSE CONTENT – APA’s Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists requires course content to 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.  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 intervention. |
| 1. COURSE DESCRIPTION (OR ABSTRACT) - Include a course description that demonstrates how the course meets course content requirements chosen from above. Click or tap here to enter text. |
| 1. REFERENCES: Include **five** current (10 years or less) scholarly references/citations (in APA 7 format) related to the topic (see Appendix p.11 for reference example). At least **two** must be related to sociocultural variables that will be discussed in your presentation. Per APA, at least **three** of the references must be peer-reviewed journal articles (which would exclude books, manuals, and non peer-reviewed publications.)   1. Click or tap here to enter text.    2. Click or tap here to enter text.    3. Click or tap here to enter text.    4. (Sociocultural variable #1) Click or tap here to enter text.    5. (Sociocultural variable #2) Click or tap here to enter text. |
| 1. MEASURABLE LEARNING OBJECTIVES: Please write 3 learning objectives according to the APA Standard (see appendices for information on writing objectives and examples). Include at least one that clearly focuses on how sociocultural factors are addressed.   1. Click or tap here to enter text.  2. Click or tap here to enter text.  3. Click or tap here to enter text. |
| 1. PRESENTER CURRICULUM VITAE (attach with application at submission)   Describe the presenter’s expertise in the area of the presentation.  Click or tap here to enter text. |

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| **SECTION C. MARKETING INFORMATION** |
| 1. Marketing Materials must be approved by FPA in advance of course approval and before they are distributed.   Will you be creating a marketing flyer specific to this event? Yes  No  If Yes, is the draft flyer attached? Yes  No  NOTE: You **may not** market this course until this proposal is approved. |
| \*Advertising reminders- when advertising, please use this precise language when referring to CE credit:  *“The Florida Psychological Association is approved by Florida Department of Health, Board of Psychology and Board of School Psychology to sponsor continuing education for psychologists. The Florida Psychological Association is approved by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling as a provider of continuing education. FPA maintains responsibility for this program and its contents.”*  *“Florida Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. Florida Psychological Association maintains responsibility for this program and its content.”*  CE Credits - CE credit in psychology is calculated on a credit per hour basis. Please always use the term *CE credits*. |
| **SECTION D. DISCLOSURES** |
| 1. Is there any commercial support for CE program, presentation or the instructor?   Yes  No  If Yes, will you clearly describe this support to program participants at the beginning of the CE program?  Yes  No |
| 1. Are there any other relationships involving the CE program, presentation or the instructor that could be reasonably construed as a conflict of interest?   Yes  No  If Yes, how will you disclose this relationship? (You must answer this question if you selected Yes above) Click or tap here to enter text. |

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| 1. Will you gain financially (beyond honoraria) by the sale of any product or publication as a result of this workshop? (While the workshops are not to be used as opportunities for commercial advancement, it is not necessarily inappropriate for you to obtain some indirect financial benefit from presenting your workshop - e.g., royalties. It is important, however, that you disclose this information.)   Yes No  If Yes, please explain the financial gain as well as the way you plan to disclose it to the workshop participants. (You must answer this question if you selected Yes above)  Click or tap here to enter text. |
| 1. Has any of the research to be presented been funded by external sources (e.g., university, industry)?   Yes  No  If Yes, please explain how you plan to disclose this information to workshop participants. (You must answer this question if you selected Yes above). Click or tap here to enter text. |
| 1. Are you presenting information about your practice or research?   Yes  No  If No, you may proceed to SECTION E: CHECKLIST.  If Yes, please explain. (You must answer the following questions if you selected Yes above) Click or tap here to enter text.  Has privacy been safeguarded? (e.g., disguise of identities in video or case histories)    Yes  No  If Yes, please explain how privacy has been safeguarded. If No, explain why not.  Click or tap here to enter text.  Have you obtained the appropriate consent? Yes  No  Have you ensured the security of tests and proprietary information used in this research/practice? Yes  No |

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| **SECTION E: ON-DEMAND PROGRAM**  OPTIONAL |
| FPA offers an on-demand CE program which offers pre-recorded webinars that are accessed online.  By checking this box, I give FPA permission to record this CE webinar for use in its on-demand program.  In order to receive credit, a quiz must be successfully completed by the on-demand participant. The quiz must have 5-6 questions ***per CE***. Please provide the quiz questions and answers below.  Click or tap here to enter text. |

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| **SECTION F. CHECKLIST** |
| This checklist is to assist you with submitting a completed application. The items listed here are the most frequently missed requirements in submitted proposals. An answer of "no" to any of these areas will result in requested edits to the proposal. |
| **SECTION A.7:** Is your course date at least 45 days away? Yes  No  **SECTION B.1:**  Have you provided a narrative description of how diversity variables will be incorporated? (A response to the question, "Explain how your workshop will discuss/explore the two or more selected sociocultural variables...") Yes  No  **SECTION B.2:** Does the Course Outline include time devoted to each topic? Yes  No  **SECTION B.2:** Does the time devoted to each topic add up to the total amount of CE credits in SECTION A? Yes  No  **SECTION B.5** **REFERENCES:**   1. Are your references current (published not more than 10 years ago)? Yes  No 2. Are at least three of the references peer-reviewed journal articles? Yes  No 3. Are the references in APA 7 format? Yes  No   **SECTION B.6:** Are the learning objectives observable and measurable? Yes  No  **Section B.7:** Have you responded to the question, "Describe the presenter’s expertise in the area of the presentation." (Please elaborate beyond "CV attached." Yes  No |

**AUTHORIZATION**

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

Responsible FPA Member: Click or tap here to enter text.

Date: Click or tap here to enter text.

Send the completed application and all included materials to [nickcole@flapsych.com](mailto:nickcole@flapsych.com) (Mail: P.O. Box 7416, Tallahassee, Florida 32314; Fax 850-344-9085).

**APPENDIX**

**FPA Diversity Resources**

* FPA Diversity Mission Statement
* Guidance on Diversity Considerations
* Important Key Terms and Definitions
* Diversity Questions to Think about as You Write Your Course Description/Abstract
* Examples of How to Incorporate Diversity Considerations into Your Course Description

**Guidance for Writing Behavioral Learning Objectives**

**Guidance on Writing References in APA Format**

**DIVERSITY MISSION STATEMENT (7/2019)**

The Florida Psychological Association (FPA) welcomes members of all faiths and religious backgrounds, people of all races, ethnicities, national origins, immigration statuses, gender identities, socioeconomic statuses, physical or mental statuses, sexual or affectional orientations, or political beliefs. To this end, FPA commits to multiculturalism and to ensure on-going cultural competence and effectiveness as educators, researchers, consultants, administrators, policymakers and practitioners. Additionally, the FPA is committed to upholding the American Psychological Association Ethical Guidelines which make clear the importance of advocating for the culturally competent practice of psychology. We strive to:

Create a positive environment that allows psychologists to learn and explore issues of stereotyping, prejudice and mistreatment of minority groups in order to increase cultural competence for all members of FPA; for this purpose, we pay attention to ensure that psychologists have access to and participate in specific diversity and cultural competence continuing education and experiential workshops at local, regional and state events.

Uphold APA Guidelines that make it clear that we as psychologists must advocate for and protect the civil rights of others, which informs our commitment to engage in advocacy and psychoeducational commentary on social issues such as mental health care access for underserved populations, violence, women's and minority issues;

Address recruitment and retention of psychologists from diverse backgrounds as members of FPA on an on-going basis through the collaboration between our Board of Directors, Executive Committee, Diversity and Cultural Competence Committee, continuing education and experiential workshops at local, regional and state events.

**GUIDANCE ON DIVERSITY CONSIDERATIONS**

Key Terms and Definitions (Adapted from the APA Equity Diversity and Inclusion Framework):

**Ableism** - Stereotyping, prejudicial attitudes, discriminatory behavior, and social oppression toward people with disabilities in order to inhibit the rights and well-being of people with disabilities, which is currently the largest minority group in the United States.

**Access** - The elimination of discrimination and other barriers that contribute to inequitable opportunities to join and be a part of a work group, organization, or community.

**Bias** - APA defines bias as partiality: an inclination or predisposition for or against something. Motivational and cognitive biases are two main categories studied in decision-making analysis. Motivational biases are conclusions drawn due to self-interest, social pressures, or organization-based needs, whereas cognitive biases are judgements that go against what is considered rational, and some of these are attributed to implicit reasoning.

**Climate** - The degree to which community members feel included or excluded in the work group, organization, or community.

**Discrimination** - The differential treatment of the members of different gender, racial, ethnic, religious, national, or other groups. Discrimination is usually the behavioral manifestation of prejudice and therefore involves negative, hostile, and injurious treatment of the members of rejected groups.

**Diverse** - Involving the representation or composition of various social identity groups in a work group, organization, or community. The focus is on social identities that correspond to societal differences in power and privilege, and thus to the marginalization of some groups based on specific attributes—e.g., race, ethnicity, culture, gender, gender identity and expression, sexual orientation, socioeconomic status, religion, spirituality, disability, age, national origin, immigration status, and language. (Other identities may also be considered where there is evidence of disparities in power and privilege.) There is a recognition that people have multiple identities and that social identities are intersectional and have different salience and impact in different contexts.

**Equity** - Providing resources according to the need to help diverse populations achieve their highest state of health and other functioning. Equity is an ongoing process of assessing needs, correcting historical inequities, and creating conditions for optimal outcomes by members of all social identity groups.

**Gender** - The socially constructed ideas about behavior, actions, and roles a particular sex performs.

**Human rights** - Defined by the United Nations as “universal legal rights that protect individuals and groups from those behaviors that interfere with freedom and human dignity.”

**Inclusion** - An environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, thus allowing all individuals to bring in their whole selves (and all of their identities) and to demonstrate their strengths and capacity.

**Intersectionality** - The ways in which forms of oppression (e.g., racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and cannot be examined separately from one another.

**Oppression** - Occurs when one group has more access to power and privilege than another group, and when that power and privilege is used to maintain the status quo (i.e., domination of one group over another). Thus, oppression is both a state and a process, with the state of oppression being unequal group access to power and privilege, and the process of oppression being the ways in which inequality between groups is maintained.

**Pathway programs** - Programs (e.g., in secondary schools and colleges) that foster increased access by underrepresented groups to education, training, or a profession.

**Prejudice** - A negative attitude toward another person or group formed in advance of any experience with that person or group. Prejudices include an affective component (emotions that range from mild nervousness to hatred), a cognitive component (assumptions and beliefs about groups, including stereotypes), and a behavioral component (negative behaviors, including discrimination and violence). They tend to be resistant to change because they distort the prejudiced individual’s perception of information pertaining to the group. For example, prejudice based on racial grouping is racism; prejudice based on perceived sex, or perceived gender is sexism; prejudice based on chronological age is ageism; and prejudice based on disability is ableism.

**Race and Ethnicity** - Race and ethnicity are social constructions that powerfully shape social identity, but also influence our interactions, how we view others, and our social arrangements. According to APA’s Racial & Ethnic Guidelines (2019), race is defined as the social construction and categorization of people based on perceived shared physical traits that result in the maintenance of a sociopolitical hierarchy. The guidelines also define ethnicity as a characterization of people based on having a shared culture (e.g., language, food, music, dress, values, and beliefs) related to common ancestry and shared history.

**Racism** - Behavior, both individual and institutional, that is based on the belief in the superiority of one group of people and the inferiority of another because of national and ethnic origins.

**Sexual orientation** - A multidimensional aspect of human experience, comprised of gendered patterns in attraction and behavior, identity related to these patterns, and associated experiences, such as fantasy.

**Social justice** - Commitment to creating fairness and equity in resources, rights, and treatment of marginalized individuals and groups of people who do not share equal power in society.

**Structural racism** - Results from laws, policies, and practices that produce cumulative, durable, and race-based inequalities, and includes the failure to correct previous laws and practices that were explicitly racist.

**White privilege** - Unearned power that is afforded to White people on the basis of status rather than earned merit and protects White people from the consequences of being racist and benefitting from systemic racism; such power may come in the form of rights, benefits, social comforts, opportunities, or the ability to define what is normative or valued.

**White supremacy** - The ideological belief that biological and cultural Whiteness is superior, as well as normal and healthy—is a pervasive ideology that continues to polarize our nation and undergird racism.

**Diversity questions to think about as you write your course description/abstract:**

*(Please keep in mind questions listed below are simply to offer guidance)*

1. What under-represented groups are impacted by your topic?

2. How can this treatment modality be more inclusive?

3. How would this topic impact people from different groups?

4. What barriers might prevent people from different groups from engaging in treatment/services?

5. What are the limitations of the research regarding diversity/inclusion?

6. What are the clinical implications of working with different groups based on the topic?

7. How do personal biases affect your topic?

**Examples of how to incorporate diversity considerations into your course description:**

(1)This presentation will provide updated information on prevalence rates of Intimate Partner Violence (IPV) including an intersectional view of IPV within multiple populations. This presentation will center on experiences of diverse groups, including prevalence and clinical applications. Specific populations to be included are Black, Caribbean, Native/Indigenous, and Latina.

(2)Adaptations to strategies for couples and families of color will be described from the perspectives of economic inequality, discrimination, microaggressions, and societal violence toward people of color (Chamber, 2019). In addition, helpful suggestions will be included from McCorvey (2020), who describes how to sensitively engage Black and minority clients about racism, race-based violence, and racial trauma.

(3) Diversity will be addressed as it relates to each ethical dilemma throughout the program. For example, going over a client’s record with them prior to handing over any record, engaging in text messaging or email would all require considering client’s cultural background and how they conceptualize the meaning of written nuances. Or, for a psychologist engaging in online video-conferencing, they will need to consider all diversity issues such as not making assumptions about gender based on appearances, the impact of technological competency, cultural norms around extended family being present at the time of services, socio-economic realities concerning access to computers, phones, (etc.).

Proposal examples were provided with permission from: GA Psychological Association; Christina D. Brown, Psy.D.; Rick Weinberg, Ph.D., ABPP

**Guidance for Writing Behavioral Learning Objectives**

*Adapted from The American Psychological Association Education Directorate*

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?

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| **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 three key aspects of basic hypnosis theory and technique;

2. Explain differences between demonstrations of hypnotic technique and phenomena;

3. Identify two differences between acute and chronic pain; and

4. Demonstrate effective use of hypnosis in controlling acute pain.

Example of well-written learning objectives related to diversity considerations:

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

1. Discuss four contributing factors to different symptom presentations among individuals from Asian American and African American backgrounds.

1. Identify five mental health disparities that exist among transgender people with intersecting identities.

**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.

**Guidance on Writing References in APA Format**

Adapted from APA Style Central

Additional guidance and examples can be found on the American Psychological Association’s online resource for learning and publishing in APA Style (<https://apastyle.apa.org/>).

Example of citation for **journal articles:**

Grady, J.S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture, 8*(3), 207-217. <https://doi.org/10.1037/pp0000185>