

Allegheny Health Network
APA CONTINUING EDUCATION PROGRAMMING PROPOSAL

GENERAL INSTRUCTIONS: Please provide the information requested below. If you have any questions, please contact the CME office, ahncme@ahn.org.

CONTACT PERSON INFORMATION

NAME: _____

AGENCY/INSTITUTION: _____

PHONE: _____

EMAIL: _____

INFORMATION ABOUT PROGRAM

TITLE/DATE:

DESCRIPTION OF PROGRAM (this will be included on the advertising materials):

LEARNING OUTCOMES (AT LEAST THREE FOR 1-4 HOUR PROGRAM; AT LEAST FIVE FOR 5-7 HOUR PROGRAM). Please Review the Guidelines for Writing Behavioral Learning Objectives at the end of this application for the APA Standards for writing and word-choice.

1.

2.

3.

4.

5.

6.

7.

TARGET AUDIENCE(S) (CHECK ALL THAT APPLY):

☐ Professionals

☐ Public

☐ Students

PROFESSIONS TO RECEIVE THE CE CREDITS (CHECK ALL THAT APPLY):

- ☐ Psychologists
- ☐ Social Workers
- ☐ Professional Counselors
- ☐ Licensed Marriage and Family Therapists
- ☐ Other _____

Please document each of the Instructors/Speakers/Presenters involved with this program, list their Professional Degrees, and any Professional Affiliations: (attach additional pages if needed)

In addition, CVs for all should be submitted with the application.

NAME	DEGREE	PROFESSIONAL AFFILIATION

Foundations of Content: (Where do you draw support for your presentation material?)

Information about the foundations for the content of the program (check all that apply):

- ☐ Peer-reviewed published work (theoretical, qualitative or quantitative research, case studies)
- ☐ Emerging/other theories or research subjected to scientific study
- ☐ Ethical, professional, or regulatory developments related to practice
- ☐ Other _____

Please provide at least 3 scholarly references, in APA format, that support and/or relate to the content of your presentation:

1.

2.

3.

Check level of instruction: INTRODUCTORY. INTERMEDIATE. ADVANCED.

Describe how multiculturalism and diversity will be addressed and integrated into the program.

Describe limitations related to the information in your program (examples: information is presented at an introductory level and competence would require additional training; research is limited to particular populations, the material presented is still considered ‘emerging’ knowledge):

Describe possible risks, if any, associated with any approaches presented (especially note populations or disorders for which use of approach is contraindicated). Please consider risks or potential triggers that may impact those attending the presentation:

Please describe any conflict of interest related to the information that you will be presenting (example: commercial or financial support for your program or instructors):

CHECKLIST FOR APPLICATION

1. ☐ All sections of this application are completed- no blank sections are acceptable
2. ☐ CV's for each presenter/instructor/educator are attached with this application
3. ☐ Writing Guidelines for Learning Objectives were reviewed and incorporated

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.