

*Division of
Psychoanalysis (39)*

Continuing Education
Program
Handbook

Revised: September 2007

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Chair, Division 39 Continuing Education Committee
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Thank you for your interest in and willingness to coordinate continuing education events for your local chapter, section or committee! In accordance with Division 39's commitment to provide quality education for its members and the community at large, your efforts help ensure that psychoanalytic/psychodynamic thought and practice remain alive and well!

This handbook (with "Quick Check") provides, first, an overview of the processes and procedures involved in sponsoring CE programs, including a description of the documentation that is required for each event. Second, the handbook includes sample forms for each of the required (or suggested) documents involved in the CE process. These samples incorporate each of the elements required by the American Psychological Association and may be revised to suit the needs of your local chapter, section, or committee. Finally, the "Quick Check" provides an essentials-only checklist of the requirements for CE documentation and reporting.

As a coordinator for CE programs, please conscientiously read and integrate these guidelines into your documentation. Then, assist your local organization in the preparation of these forms, enjoy enriching educational programs, and send the required follow-up documentation to me on a regular basis.

**To begin, please read, print, sign, and mail
the CE Coordinator statement found on page 3
to Division 39 Continuing Education Committee Chair.**

Coordinators of continuing education for sections, local chapters, and committees operating under the approval of Division 39

Each year, local continuing education coordinators are asked to sign the following statement to document their commitment to the standards and criteria of the American Psychological Association. Should the signing coordinator be unable to attend a given event sponsored by the local organization, his/her signature on this document reflects his/her commitment to ensure that another individual present at the event is knowledgeable of these guidelines and assumes responsibility for ensuring adherence to them.

After reviewing the entire Continuing Education Program Handbook, please mail a signed copy of the following statement to the Division 39 Continuing Education Committee chair.

CE program coordinators and their designated program hosts will follow all standards and criteria in the Division 39 Continuing Education Program Handbook. If and when coordinators/hosts are not able to comply with these standards and criteria, or secure adherence to these standards by others, they will inform the Division 39 Continuing Education Committee chair, and their chapter/organization, in order to ensure continuity and to resolve the problem(s). Division 39 is committed to accessibility, and coordinators will attempt to provide for accommodations of special needs upon request. Coordinators also assume responsibility for assuring confidentiality and privacy during the program, e.g., by reminding participants, collecting confidential material if needed, keeping doors to public areas closed and other such activities. Coordinators and their designated program hosts assume responsibility for addressing complaints that may arise concerning any ethical and accommodation issues. If they are not able to address these issues, they will follow complaint/grievance procedures.

Continuing Education Coordinator

Date

Table of Contents: Continuing Education Forms and Procedures

Description of continuing education program formats	page 5
Overview of process for offering continuing education programs	pages 6-7
Sample forms	pages 9-18
<i>Sample forms that meet the American Psychological Association's standards follow; please adapt them as appropriate to fit local needs while retaining compliance with documentation requirements.</i>	
Sign-in/Attendance Sheet	page 13-14
Activity/Program Brochure	pages 9-10
Evaluation and Learning Assessment Tool	page 11
Certificate of Attendance	page 12
Division 39 Continuing Education Activity Form	page 15
Instructor commitment (Ethics and Scientific Bases)	page 19
Membership Survey/Needs Assessment	page 16
While a formal survey of this sort is not required by the American Psychological Association, it is required that local organizations include the direct input of psychologists in all phases of decision-making and program-planning for CE events. Should your organization be in need of an assessment tool for this purpose, please adapt this form.	
Appendix A is the Division 39 Grievance Procedure.	page 17
Appendix B is the relevant section of the American Psychological Association's <i>Ethical Principles</i> , followed by the commitment that instructors/presenters must sign and follow.	pages 18-19
Appendix C is the "Quick Check" List, designed to help coordinators avoid common errors.	pages 20-21

Questions, complaints, suggestions. . . . Please contact Division 39 Continuing Education Committee chair, Laura G. Porter, Ph.D., 10263 Kingston Pike, Knoxville, TN 37922; email: lp39ce@gmail.com; telephone: 865-670-9231; fax: 865-531-3460. Please also contact me if your section, committee or local chapter does not currently participate in the Continuing Education Program, but wishes to do so.

Thank you.

Laura G. Porter, Ph.D.
Chair, Division 39 Continuing Education Committee

FORMATS FOR EDUCATIONAL PROGRAMS

A number of formats are used successfully by various local chapters in developing education programs for CE credits. Among the most popular are seminars, lectures, conferences, workshops, study groups, and courses. While educational programs may be offered for continuing education credit, they may not be offered for certification or accreditation of any kind.

A. Seminars: Some local chapters host panel or group discussions, film critique/review, presentations on a single topic with case discussion, or monthly seminars with invited speakers/members presenting papers. A local chapter may also sponsor a speaker at a meeting that is open to the professional community or to the general public. Some local chapters sponsor special programs featuring the work and thinking of graduate student members.

B. Lectures: Relative to seminars, lectures are generally more didactic and offer fewer opportunities for discussion or group interaction.

C. Conferences: Similar to seminars, but longer in duration, conferences are generally multi-day, multi-session programs, often built around many short lectures or seminars.

D. Workshops: Compared to seminars or conferences, workshops allow for more intensive educational experiences. They last at least several hours and usually focus on one topic, with a combination of lecture and group participation. Some chapters use workshops to bring noted speakers for an entire weekend, with a lecture for the professional community and a workshop open to a small number of clinicians. A related format is a clinical dialogue between a senior clinician and a limited number of participants.

E. Self-Managed Programs (i.e., study groups): Study groups may be open-ended or have a limited number of sessions; they may have an open membership or be limited by some criterion (e.g. clinicians only). They may be leaderless or rely on a paid facilitator/teacher. A study group may prepare participants for a specific educational program (e.g. reading the work of an author before a lecture or workshop) or focus on a topic of general interest (e.g. self psychology, issues of gender in psychoanalysis, treatment of eating disorders). Study groups may take the form of journal clubs, peer supervision groups, or continuous case presentations.

F. Academic Courses: These formal learning experiences vary in length from several sessions to a semester or an academic year and may be taught by chapter members or outside experts. Courses usually include a reading list and formal syllabus and may be limited to members or offered to the professional community.

OFFERING PROGRAMS FOR CONTINUING EDUCATION CREDIT (Also, see the “Quick Check” in Appendix C)

ADVERTISING THE ACTIVITY:

Before activities are advertised, coordinators are welcome to request (by email and/or fax) that the CEC chair review proposed documents in order to avoid common errors. Please also include the Division 39 CEC chair on local chapter mailing lists to allow for continuous review of the information sent to the public regarding continuing education activities.

Brochures, Announcements, Promotional Material

Prospective participants must be able to obtain the following information prior to registration for any CE program. This is best achieved by including each of the following requirements on brochures, announcements, and promotional material. If ever each of these elements is not included on promotional material to prospective participants, please include instead some contact source (i.e., phone number, web site) through which the information can be obtained.

1. Title of educational event and format of program
2. Time (beginning and ending), date, location/address
3. Name **AND** affiliations of presenter; this must include professional degree **AND** the relevant qualifications of the presenter (i.e., current professional position, expertise in program content)
4. A description of the target audience (i.e., graduate students, all mental health professionals, psychologists) **AND** the instructional level of the activity (introductory, intermediate, or advanced)
5. Specific learning objectives in a list or paragraph form (3-4 objectives for a 4-hour program, 5-6 for a 7-hour program) that clearly define (rather than describe) what the participant will know or be able to do as a result of having attended the activity. Learning objectives must focus on the learner and must be stated in measurable terms.

Guidelines for Writing Learning Objectives

Verbs to consider when writing learning objectives:

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

Verbs to avoid when writing learning objectives:

Know, understand, learn, become aware of, become familiar with, appreciate.

Well written learning objectives:

Participants will be able to summarize basic _____ theory and technique.

Participants will be able to apply _____ theory/ technique to case material.

Participants will be able to identify two key differences between supervision of adult clinical work and supervision of child therapy.

Participants will be able to analyze and differentiate the possible routes toward developing competency in psychoanalysis.

6. Fee, what is included with fee (i.e., coffee, lunch, snack, handouts, etc.), and refund policy (i.e., time frame, contact information, etc.)
7. Continuing education information (number of CE credits offered) **AND** approval statement:
“This program, when attended in its entirety, is offered for ___ CE credits. Division 39 is approved by the American Psychological Association to sponsor continuing education credits for psychologists. Division 39 maintains responsibility for this program and its content.”

NOTE: Always use the terms “CE credits” – never CE Units or CEUs. One (1) continuing education credit is given for one (1) hour of instructional time and only learning time is included. Do not count breaks or mealtimes as learning time.

8. The following statement or a statement of similar substance/content:
 “Division 39 is committed to accessibility and non-discrimination in its continuing education activities. Participants are asked to be aware of the need for privacy and confidentiality throughout the program. If program content becomes stressful, participants are encouraged to process these feelings during discussion periods. If

participants have special needs, we will attempt to accommodate them. Please address questions, concerns and any complaints to _____ (program coordinator's name and number)."

While this entire statement need **NOT** appear on the program brochure, the sentiment should be fully articulated in at least some of the event documentation. At minimum, brochures/announcements/advertising should include **"Division 39 is committed to accessibility and non-discrimination in its continuing education activities. If participants have special needs, we will attempt to accommodate them. Please address questions, concerns and any complaints to _____ (program coordinator's name and number)."**

If additional advertising is done, such as a yearly syllabus, the information in that document should also include all the above information and should be available to the Division 39 CEC chair.

DURING THE ACTIVITY:

Sign-in and Attendance

All participants must sign in at the beginning of the activity, attend the entire activity, and submit an Evaluation and Learning Assessment form. For most events, participants only receive CE credit if they attend the program in full: 100%. For extended-time activities (i.e., multi-day programs, ongoing groups, courses), participants must attend at least 80% of the activity to receive CE credit; attendance for less than 80% does not earn CE credit.

Certificate of Attendance

Participants who complete these requirements (sign-in, maintain 100% attendance for single-day event or 80% for ongoing event, **AND** submit completed Evaluation and Learning Assessment) should be given a Certificate of Attendance that includes the APA approval statement (#7 above), documents the title and date(s) of the activity, the name/degree of the instructor(s), and the number of continuing education credits awarded. A coordinating member of the local chapter must sign each Certificate of Attendance.

AFTER THE ACTIVITY:

The local coordinator must submit the following documentation for each CE activity to the Division 39 CEC chair (deadline for CEC chair to receive information is February 1st for activities held August-December; July 15th for activities held January-July):

- One copy of the activity brochure/flyer and all other promotional literature used in advertising the activity (pages 9-10)
- Any additional information that describes the purpose of the activity, prerequisites for the course, qualifications of the instructor(s), etc.
- A legible list of the names, addresses, and degrees of psychologists attending the activity and receiving Certificates of Attendance. If sign-in sheet (pages 13-14) includes addresses, the sign-in may be used for this purpose.
- One copy of the Evaluation and Learning Assessment Tool(s), which includes the average scores of participants' responses (page 11). This feedback should include at least 10 average scores.
- One signed copy of the Certificate of Attendance (page 12).
- CV of instructor(s), including all research/theory-based references relevant to activity content that were provided to participants.
- Statement signed by instructor(s) regarding commitment to ethical standards/principles (page 19).
- A completed **Division 39 Continuing Education Activity Form** (page 15).

All other documents relating to the event (i.e., original Evaluation and Learning Assessment Tools from participants, sign-in sheets) should be retained by the local chapter coordinator for THREE (3) YEARS. Meanwhile, however, it is essential that the evaluation information be shared regularly with the Board or committee responsible for planning continuing education events.

Although the process may appear daunting or overwhelming, it's really not! Please do not hesitate to call/email/fax with ANY questions you might have. . . we'll find answers together!

Laura Porter (lp39ce@gmail.com)

**Sample Brochure,
Forms,
and
Membership Survey**

PROGRAM BROCHURE

Appalachian Psychoanalytic Society
A Local Chapter of the Division of Psychoanalysis of the American Psychological Association
Welcoming Mental Health Professionals from All Disciplines
 presents
 a Fall Conference

LEWIS ARON, PH.D., ABPP, presenter
“New Directions in Relational Psychotherapy”
Saturday, October 20, 2007
8:30am to 4:30pm

Rothchild Conference Center
 8807 Kingston Pike
 Knoxville, Tennessee 37923
 (865) 690-0103

Schedule

8:30 AM Registration and refreshments
 8:55 AM Welcome and introductions, Robert Albiston, Ph.D.
 9:00 AM Lecture and discussion, Lewis Aron, Ph.D., ABPP: **Birth Narratives & Myths of Origin**
 10:30 AM Break
 10:45 AM Lecture and discussion, continued
 12:00 PM Lunch
 1:00 PM Lecture and discussion, Lewis Aron: **The Emergence of the Relational Tradition in Psychoanalysis**
 3:00 PM Break and Refreshments
 3:15 PM Lecture and discussion, Lewis Aron: **Rethinking Psychotherapy and Psychoanalysis for Our Time**
 4:30 PM Complete evaluations

Educational Objectives

- 1) Participants will understand the place of fantasy in contemporary analysis.
- 2) Participants will learn about a category of fantasy related to one's origins and birth and its dynamic significance in analytic treatment.
- 3) Participants will gain an understanding of the interaction of the patients' and analysts' fantasy systems in treatment.
- 4) Participants will understand the key principles of relational psychotherapy and psychoanalysis.
- 5) Participants will understand the problems with the classical differentiation of psychotherapy and psychoanalysis and will know how to rethink this distinction.

Description of Program: In the morning session, Dr. Aron will elaborate on narratives of one's origin and birth. By following process notes taken on one patient's three consecutive birthdays, Dr. Aron will emphasize the stories and fantasies related to the individual's birth into the context of his or her family system. The patient's birth related fantasies are shown to interact with the therapist's concordant and complementary fantasies. The first afternoon session will discuss the vast sea change in American psychoanalysis over the past twenty years. Dr. Aron will discuss the movement away from psychoanalytic theorizing grounded in Freud's drive theory toward models of mind and development grounded in object relations concepts. He will then discuss how relational psychotherapy has emerged from traditional psychoanalytic approaches and describe its current status. The final afternoon session will review the traditional understanding of the differences between psychotherapy and psychoanalysis and will contrast this with a relational approach. Drawing on feminist and gender theory, Dr. Aron will rethink this and many other traditional dichotomies leading to a reexamination of modern psychotherapeutic theory and practice.

Presenter: Lewis Aron, Ph.D., ABPP is the Director of the New York University, Postdoctoral Program in Psychotherapy and Psychoanalysis. He has served as President of the Division of Psychoanalysis (39) of APA. He is the founding President of the International Association for Relational Psychoanalysis and Psychotherapy and founding President of the Division of Psychologist-Psychoanalysts of the NY State Psychological Association. He holds a Diplomate in Psychoanalysis from the American Board of Professional Psychology and is a Fellow of both APA and the Academy of Psychoanalysis.

Conference Fees

Early Registration (received by October 13):
 Professional and Scholar Members \$125; Student Members \$30
 After October 13 and at the door:
 Professional and Scholar Members \$140; Student Members \$40

Non-members (pay the same, early or at the door):
Non-member Professionals and Scholars \$160; Non-member Students \$50

Fees include lunch and refreshments. While you may pay at the door, it would be helpful to register by mail or e-mail by Saturday October 13, so that we may better plan seating and refreshments. You may contact Jeff Slavin, Ph.D. at 865-982-6370. Refunds honored with written notice at least 24 hours before date of seminar. Contact Robert Albiston, Ph.D., APS President, at (865-376-1585, x105) to negotiate fees, if needed.

Participants: This seminar is open to all APS members and interested mental health professionals who may not be members. It is not limited to individuals practicing in a predominately psychoanalytic mode.

Reception: A reception for Dr. Aron will be held at 7pm at the home of Bill MacGillivray, Ph.D., ABPP 5601 Westover Dr. Knoxville, TN 37919. Directions will be given at the conference. All conference attendees are invited.

APS Contact: APS and Division 39 are committed to conducting all activities in conformity with the American Psychological Association's Ethical Principles for Psychologists. Please contact Robert Albiston, Ph.D. 865-376-1585 x105 with any questions, comments, or concerns.

Continuing Education: This program is offered for 6 continuing education credits (6.0 CE). Participants must attend 100% of the program. Upon completion of a conference evaluation form, a certificate will be issued. This serves as documentation of attendance for all participants. Psychologists will have their participation registered through Division 39. Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for the program and its content. APS and Division 39 are committed to conducting all activities in strict conformity with the American Psychological Association's Ethical Principles for Psychologists. If you believe that a violation of ethics has occurred during this presentation, or if you have concerns about such issues as handicapped accessibility, distress with regard to program content or other complaints, please contact Robert Albiston, Ph.D. 865-376-1585 x105.

If you would like to become an APS member, please fill in below and send a check for \$50 (professional) or \$25 (scholar or student in mental health graduate program) along with your fee for the conference.

Degree/Discipline: _____ University: _____

Licensed as: _____ License Number: _____

Div. 39 Member? Yes No Formal Analytic Training: Yes No Describe: _____

May APS members use your address to send you information that may be of interest to you? Yes No

Would you like to add a contribution to the Graduate Student Assistance Fund? These gifts may qualify as charitable donations.

Complete and mail with check to:
Appalachian Psychoanalytic Society
c/o: R. Jeff Slavin, Ph.D.,
305 Westfield Dr., Knoxville, TN 37919.

Registration for:
Name: _____
Address: _____

Phone: _____
Email: _____

Registration fee: _____
Membership Dues: _____
GSAF contribution: _____
TOTAL enclosed: _____

Presents
 Four Weeks One Spring: Long-Term Reconstructive Psychotherapy in Spite of Managed Care
 Lance T. Laurence, Ph.D., November 18, 2006

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. How clear and well organized was the program?					
2. To what extent did the program meet the stated goals/objectives?					
a. Full text of Objective 1					
b. Full text of Objective 2					
c. Full text of Objective 3					
3. Presenter(s) displayed thorough knowledge of the topics covered.					
4. The information presented was relevant and useful to my clinical practice.					
5. Concepts were based on a methodological, theoretical, research and/or practical knowledge base relevant to psychological practice, education or science.					
6. Participant/presenter interaction and discussion was adequate.					
7. Presenter(s) effectively taught/presented the material and answered questions satisfactorily.					
8. The program maintained my interest.					
9. The program stayed on schedule.					
10. The physical facilities were adequate.					
11. The visual/auditory supports used in program were adequate. <input type="checkbox"/>					
Not applicable					
12. Food (if provided) and other amenities were adequate. <input type="checkbox"/>					
Not applicable					
13. Overall, the program met or exceeded my expectations.					
14. What aspects of the program were most effective in helping you learn? (Indicate all that apply.)	<input type="checkbox"/> Discussion <input type="checkbox"/> Lectures <input type="checkbox"/> Visual Aids <input type="checkbox"/> Other				
15. What aspects of the program hindered your learning? (Indicate all that apply.)	<input type="checkbox"/> Poor presentation <input type="checkbox"/> Session too short or long <input type="checkbox"/> Too much distraction <input type="checkbox"/> Not practical <input type="checkbox"/> None <input type="checkbox"/> Other				
16. What is your present status?	<input type="checkbox"/> Student <input type="checkbox"/> Master's professional <input type="checkbox"/> PhD <input type="checkbox"/> MD <input type="checkbox"/> Other Years of Clinical Experience				
17. In what field is your most advanced professional degree?	<input type="checkbox"/> Psychology <input type="checkbox"/> Social Work <input type="checkbox"/> Nursing <input type="checkbox"/> <input type="checkbox"/> Psychiatry <input type="checkbox"/> Other				
18. What topics or presenters would you like to have for future programs?	_____				
19. What was your overall impression of the event? What went well? What was missing?	_____				

Would you be interested in attending another course/seminar with this presenter? Yes No
 Any further comments (use back of page, if needed)? _____

CERTIFICATE OF ATTENDANCE

Name of Local Chapter/Organization **A Local Chapter of the Division of Psychoanalysis (39)** **of the American Psychological Association**

Documentation of Attendance

This is to certify that _____ has attended, in its entirety, the continuing education activity sponsored by Division 39.

Title:

Name of Presenter:

Date of Activity:

Continuing Education Credits:

Signed: _____
 Continuing Education Coordinator

<p>Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for this program and its content.</p>

Note (NOT to be included on the form): This form is to document attendance for psychologists, but will likely be acceptable for other degreed participants, except physicians. Receipt of this certificate means the named attendee was present for 100% of the program (or 80% of a program held over several days).

SIGN-IN/ATTENDANCE SHEET

<p>Appalachian Psychoanalytic Society (A Local Chapter of the Division of Psychoanalysis (39) of the American Psychological Association) Presents</p> <p>LISTENING PERSPECTIVES AND RELATIONAL PSYCHOTHERAPY Lawrence E. Hedges, Ph.D., ABPP</p> <p>April 1, 2006</p>

Participant Sign-In

CERTIFICATE OF ATTENDANCE

Name of Local Chapter/Organization

**A Local Chapter of the Division of Psychoanalysis (39)
of the American Psychological Association**

Documentation of Attendance

This is to certify that _____ has attended, in its entirety, the continuing education activity sponsored by Division 39.

Title:

Name of Presenter:

Date of Activity:

Continuing Education Credits:

Signed: _____
Continuing Education Coordinator

Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for this program and its content.

Note (NOT to be included on the form): This form is to document attendance for psychologists, but will likely be acceptable for other degreed participants, except physicians. Receipt of this certificate means the named attendee was present for 100% of the program (or 80% of a program held over several days).

SIGN-IN/ATTENDANCE SHEET

Appalachian Psychoanalytic Society
 (A Local Chapter of the Division of Psychoanalysis (39) of the American Psychological Association)
 Presents

LISTENING PERSPECTIVES AND RELATIONAL PSYCHOTHERAPY
 Lawrence E. Hedges, Ph.D., ABPP

April 1, 2006

Participant Sign-In

	Name and Address <small>Please print legibly.</small>	Professional Field <small>(Psychology, Social Work, Psychiatry, Nursing, etc.)</small>	Degree or Certificate <small>(PhD, PsyD, LCSW, LPE, MD, etc.)</small>	Office Use
1.				
2.				
3.				
4.				
5.				

6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

23.				
24.				
25.				

Note (NOT to be included on the form): You may use separate sign-in sheets for psychologists and non-psychologists or use a single sign-in for both. A sign-out sheet is not yet required since the Evaluation and Learning Assessment Tool attests that the participant completed the entire activity. It is crucial is that no psychologist receive a Certificate of Attendance without submitting a completed Evaluation and Learning Assessment Tool. The combination of a Documentation of Attendance form and the Evaluation Tool seems to work best to ensure that all the necessary information is obtained.

DIVISION 39 CONTINUING EDUCATION ACTIVITY FORM

Division 39 Continuing Education Activity Form

Local Group:

Title of Activity:

Format: Seminar Lecture Conference Workshop Self-Managed Program Academic Course

Date(s) of Activity:

Beginning and Ending Times:

Duration:

Total Number of Learning Hours:

Total Number of Credits:

Total Number of Participants:

Total Number of Psychologists:

Total Number of Non-Psychologists :

Instructor(s)/Presenter(s):

List the Educational Objectives for this Activity:

Attach the following materials:

- Brochure/Flyer (see Handbook page 9-10)
- Attendance sheet: Names, Addresses, Degree (see Handbook page 13-14)
- Certificate of Attendance (see Handbook page 12)
- Instructor(s) signed acknowledgment (see Handbook page 19)
- Evaluation Form with average scores (see Handbook page 11)
- Instructor(s) CV and research/theory-based references

MEMBERSHIP SURVEY

Education Committee Membership Survey 2007-2008

Format	Strong Interest	Some interest	Little Interest
Seminar (1-2 sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop (full day session)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses (6-10 sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Group (no instructor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling			
Weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekday mornings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekday afternoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clinical Topics

<input type="checkbox"/> Borderline conditions	<input type="checkbox"/> Narcissistic pathology	<input type="checkbox"/> Suicidal/self-destructive behaviors
<input type="checkbox"/> Psychotic disorders	<input type="checkbox"/> Psychopharmacology	<input type="checkbox"/> Sexual dysfunction
<input type="checkbox"/> Depression	<input type="checkbox"/> Perversions	<input type="checkbox"/> DID
<input type="checkbox"/> Bipolar Disorder	<input type="checkbox"/> Treatment of G/B/L/T	<input type="checkbox"/> Eating Disorder

Populations

<input type="checkbox"/> Individual adults	<input type="checkbox"/> Adolescents	<input type="checkbox"/> Children
<input type="checkbox"/> Couples	<input type="checkbox"/> Families	<input type="checkbox"/> Group

Technical Topics

<input type="checkbox"/> Use of the dream	<input type="checkbox"/> Diagnosis	<input type="checkbox"/> Psychological testing
<input type="checkbox"/> Hypnosis	<input type="checkbox"/> Case formulation	<input type="checkbox"/> Transference/countertransference

Theoretical Topics

<input type="checkbox"/> Relational/Interpersonal	<input type="checkbox"/> Self/Intersubjective	<input type="checkbox"/> Ego analytic
<input type="checkbox"/> Kleinian/Object relational	<input type="checkbox"/> Lacanian	<input type="checkbox"/> Feminist
<input type="checkbox"/> Freud	<input type="checkbox"/> Attachment	<input type="checkbox"/> Jung

Related Topics

<input type="checkbox"/> Literature	<input type="checkbox"/> Film	<input type="checkbox"/> Philosophy
<input type="checkbox"/> Science	<input type="checkbox"/> Writing	<input type="checkbox"/> Research

Instructors:

Members:

Non-members:

Please add any comments:

APPENDIX A

Division 39 Continuing Education Program Grievance Procedure

The Division of Psychoanalysis (including its associated chapters, sections and committees) is fully committed to conducting all activities in strict conformity with the American Psychological Association's Ethical Principles of Psychologists. Division 39 will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, in program content, and in the treatment of program participants. The monitoring and assessment of compliance with these standards will be the responsibility of the coordinators of the local continuing education committees, in consultation with the Division 39 Continuing Education Committee and the Division 39 Executive Committee and Board of Directors.

When a grievance arises pertaining to continuing education programs or processes, the complainant is expected to notify the coordinator of the local program (identified in the event brochure, promotional literature, or handouts along with information concerning the Grievance Procedure), either by phone or in writing, as soon as possible so that the concern can be addressed in a timely fashion. The complainant may also contact Laura Porter, Ph.D., the current chair of the Division 39 Continuing Education Committee, directly at lp39ce@gmail.com or 865-670-9231.

The coordinator or chair will formulate a response to the complaint and, if necessary, recommend action, which will be communicated to the complainant within one month after receiving the complaint. The coordinator or chair will follow the plan as indicated. The complainant's confidentiality will be respected. Resolution of the complaint will be coordinated with the appropriate group: e.g., the local planning committee or organization board.

If the grievance cannot be resolved by the suggested plan, the complainant will be advised in writing to present the complaint to the Executive Committee of the Division of Psychoanalysis: The current president is Nancy McWilliams, Ph.D., 9 Mine Street, Flemington, NJ 08822: nancymcw@aol.com or 908-782-9766.

The complainant will receive a copy of the bylaws of the Division of Psychoanalysis and will be invited to meet with the Executive Committee at one of its regular meetings to clarify concerns and arrive at a resolution. The Executive Committee may seek counsel from the American Psychological Association if any complaint is not resolved at this stage.

Copies of the confidential records of all grievances, along with the processes implemented to resolve grievances, will be kept in locked files by the chair of the Continuing Education Committee. A copy of this Grievance Procedure will be available upon request.

Note: Be certain to include on brochures/handouts the name and contact information of the local chapter individual whom participants can reach with event-related grievances. If a complaint is lodged, a copy of this Grievance Procedure should be provided to the complainant.

APPENDIX B

All non-psychologist presenters should be given a copy of these two pages.

FROM: *ETHICAL PRINCIPLES FOR PSYCHOLOGISTS*

5. PRIVACY AND CONFIDENTIALITY

These Standards are potentially applicable to the professional and scientific activities of all psychologists.

5.01 Discussing the Limits of Confidentiality.

(a) Psychologists discuss with persons and organizations with whom they establish a scientific or professional relationship (including, to the extent feasible, minors and their legal representatives) (1) the relevant limitations on confidentiality, including limitations where applicable in group, marital, and family therapy or in organizational consulting, and (2) the foreseeable uses of the information generated through their services.

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Permission for electronic recording of interviews is secured from clients and patients.

5.02 Maintaining Confidentiality.

Psychologists have a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships. (See also Standard 6.26, Professional Reviewers.)

5.03 Minimizing Intrusions on Privacy.

(a) In order to minimize intrusions on privacy, psychologists include in written and oral reports, consultations, and the like, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

5.05 Disclosures.

(a) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the patient or the individual or organizational client, (2) to obtain appropriate professional consultations, (3) to protect the patient or client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

(b) Psychologists also may disclose confidential information with the appropriate consent of the patient or the individual or organizational client (or of another legally authorized person on behalf of the patient or client), unless prohibited by law.

5.08 Use of Confidential Information for Didactic or Other Purposes.

(a) Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.

(b) Ordinarily, in such scientific and professional presentations, psychologists disguise confidential information concerning such persons or organizations so that they are not individually identifiable to others and so that discussions do not cause harm to subjects who might identify themselves.

6. TEACHING, TRAINING SUPERVISION, RESEARCH, AND PUBLISHING

6.01 Design of Education and Training Programs.

Psychologists who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

6.02 Descriptions of Education and Training Programs.

(a) Psychologists responsible for education and training programs seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

(b) Psychologists seek to ensure that statements concerning their course outlines are accurate and not misleading, particularly regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. (See also Standard 3.03, Avoidance of False or Deceptive Statements.)

(c) To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

6.03 Accuracy and Objectivity in Teaching.

(a) When engaged in teaching or training, psychologists present psychological information accurately and with a reasonable degree of objectivity.

(b) When engaged in teaching or training, psychologists recognize the power they hold over students or supervisees and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to students or supervisees. (See also Standards 1.09, Respecting Others, and 1.12, Other Harassment.)

6.04 Limitation on Teaching.

Psychologists do not teach the use of techniques or procedures that require specialized training, licensure, or expertise, including but not limited to hypnosis, biofeedback, and projective techniques, to individuals who lack the prerequisite training, legal scope of practice, or expertise.

ALL instructors/presenters will review and sign the following statement:

Division 39 is committed to accessibility and non-discrimination in its continuing education activities. Participants are asked to be aware of need for privacy and confidentiality throughout the program. If program content becomes stressful, participants are encouraged to process these feelings during discussion periods. If participants have special needs, we will attempt to accommodate them. Division 39 is also committed to non-discrimination in selection of presenters. Presenters are asked to be aware of the need for privacy and confidentiality throughout the program. Presenters should be familiar with, and subscribe to the ethical principles established in the American Psychological Association's Ethical Principles for Psychologists, a copy of which will be furnished upon request. Presenters are asked to anticipate the possibility of stress related to program content and to allow time for participants to process these feelings should the need arise. Finally, presenters are asked to agree to offer to participants information concerning the scientific or professional basis of the content presented, including the validity and utility of the content and associated materials as well as the limitations of and risks associated with the content, if any. This can be done through references that support the content from the scientific or professional literature and/or through the program learning objectives and/or verbally during the activity.

Instructor/Presenter's Signature _____

Date _____

APPENDIX C

Division 39 Continuing Education “Quick Check” A Checklist for use with the September 2007 CE Program Handbook

In an effort to help local organizations achieve and maintain adherence with the American Psychological Association’s Standards and Criteria, the Quick Check tool is provided to address common areas for errors.

The Quick Check is intended for use Prior to Advertising, Prior to the Activity, and After the Activity.

CE-RELATED FLYERS, BROCHURES, ADVERTISING MATERIAL

DID YOU:

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Use CE only and never used CEU or APA-Approved? |
| <input type="checkbox"/> | <input type="checkbox"/> | Provide potential participants with the following prior to enrolling? |
| <input type="checkbox"/> | <input type="checkbox"/> | a. Educational objectives written in observable and measurable terms; |
| <input type="checkbox"/> | <input type="checkbox"/> | b. A description of the target audience and the instructional level (introductory, intermediate, or advanced); |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Activity schedule; |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Cost of the activity, the refund/cancellation policy and additional fees; |
| <input type="checkbox"/> | <input type="checkbox"/> | e. Faculty credentials: relevant professional degree, current professional position, and expertise in content (i.e., include publications, years of clinical experience); |
| <input type="checkbox"/> | <input type="checkbox"/> | f. The number of CE credits offered for each activity. |
| <input type="checkbox"/> | <input type="checkbox"/> | If the above information is not included on promotional brochures/flyers, did you provide, on these promotional materials, a method (i.e., phone number or website) for potential participants to obtain this information? |
| <input type="checkbox"/> | <input type="checkbox"/> | State that “Division 39 is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for this program and its content”? |
| <input type="checkbox"/> | <input type="checkbox"/> | DID NOT state that either your chapter or Division 39 OFFERS CE credit. Stated only that DIVISION 39 is APPROVED TO SPONSOR ? |
| <input type="checkbox"/> | <input type="checkbox"/> | DID NOT refer to or use the term ACCREDITED when describing the program and did not identify program at APA-APPROVED ? |
| <input type="checkbox"/> | <input type="checkbox"/> | DID NOT use your local chapter name without stating its relationship to Division 39? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include the name of the person to contact with concerns or grievances? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include statement that facilities are accessible to persons who are physically challenged and that reasonable accommodations will be made for persons who request them? |
| <input type="checkbox"/> | <input type="checkbox"/> | State that participants must attend 100% of activities that are single-events and 80% of activities in which components do not take place consecutively? |

DID YOU:

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | If offering multi-session programs, have evaluations for each segment/session? |
| <input type="checkbox"/> | <input type="checkbox"/> | Articulate each objective and allow for evaluation of each learning objective? |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquire about the adequacy of the physical facilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquire about the perceived knowledge of the presenter? |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquire about the effectiveness of presenter's teaching? |
| <input type="checkbox"/> | <input type="checkbox"/> | Average the feedback for each item? |

CURRICULUM CONTENT

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Ask presenter(s) for references (research and/or theoretical) supporting the content of presentation? |
|--------------------------|--------------------------|---|

STANDARDS FOR AWARDING CREDIT

DID YOU:

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | State the number of CE credits (one credit for each hour of CE activity) on Certificate of Attendance? |
| <input type="checkbox"/> | <input type="checkbox"/> | Use the sign-in sheet and completed evaluation forms to verify attendance? |
| <input type="checkbox"/> | <input type="checkbox"/> | Use the sign-in sheet to record names, addresses and degrees? |
| <input type="checkbox"/> | <input type="checkbox"/> | Receive an evaluation form before awarding Certificate of Attendance? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include the APA approval statement (see Handbook page 6), the name of the local organization (a local chapter of Division 39), the title and date of the activity; the number of CE credits earned; the signature of the responsible CE person on the Certificate of Attendance? |

CHECKLIST FOR SUBMITTING CE PAPERWORK TO THE DIVISION 39 CE CHAIR

DID YOU:

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Complete all items on the Division 39 Activity Form and include the Activity Form (see Handbook page 15)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a copy of all promotional materials? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a legible list of ALL participants including degrees and addresses? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include one copy of the Evaluation Form (see Handbook page 11) with <u>average scores</u> ? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include one copy of the Certificate of Attendance (see Handbook page 12) given to all psychologist participants? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include one copy of each presenter's (s') CV, handouts and relevant program-related references? |
| <input type="checkbox"/> | <input type="checkbox"/> | Include a signed instructor's (s') acknowledgement (see Handbook page 19) and a signed coordinator's statement (see Handbook page 3, one time only)? |