

SEPA METHODOLOGICAL WORKSHOP INFORMATION FORM

This form is for workshops only. It is **NOT** for papers, symposia or posters.

**Email the completed application directly to Dr. Keeley (SEPA CE Director):
jwkeeley@vcu.edu**

Workshop Title: (Please do not exceed 50 characters, including letters, numbers, spaces, and punctuation marks.)

Workshop Length: ___ Half-day (3 hours for 3 CE Hours) ___ Full-day (6 hours for 6 CE Hours)

Name of Person Submitting:

Phone Number:

E-mail:

Mailing Address:

City:

State:

Zip:

NOTE: PLEASE SUBMIT A CV FOR EACH WORKSHOP LEADER. WE ARE REQUIRED TO HAVE THESE DOCUMENTS ON FILE.

List all WORKSHOP LEADERS. Include the name, degree and professional affiliation for each, as you want them to appear in the program (e.g., John Jones, Ph.D., Alpha University).

Primary Leader – Name:

Degree:

Professional Affiliation:

Other Leader - Name:

Degree:

Professional Affiliation:

Other Leader - Name:

Degree:

Professional Affiliation:

Other Leader - Name:

Degree:

Professional Affiliation:

Other Leader - Name:

Degree:

Professional Affiliation:

Describe previous experience as workshop leaders (for each leader) and any special qualifications on the subject matter. Has proposed workshop been presented before?

Submit WORKSHOP DESCRIPTION as you wish it to appear in SEPA program (50-100 words). Include purpose of the workshop, goals, instructional approach to be used (experiential, didactic, cases), and a description of handouts or instructional materials to be used.

List LEARNING OUTCOMES for the workshop (at least four). Please read instructions at the end of this document before writing your learning outcome statements.

Describe how the content of your workshop will build upon the foundation of doctoral level education in psychology. In other words, justify that the content of your workshop is appropriate for continuing education.

How would you classify the content level of your presentation (please select one)?

Introductory

Intermediate

Advanced

Describe the TARGET POPULATION of this workshop by indicating the background training, skill level or experience necessary for participants (i.e., any specific requirements participants must have to enroll, Doctoral only, graduate students, or open to all).

If your workshop is accepted, and you would allow graduate student participation without faculty member endorsement of the student, please check here.

Curriculum Content Checklist

Complete the following checklist to help us evaluate the appeal and quality of the content of your proposed workshop and its relevance to psychological practice, education, and science. As your program must be based on a methodological, theoretical, research, or practice knowledge base, please indicate which of the following APA criteria best matches your content and give a brief reason or illustration. Use additional pages if necessary.

Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts.

Program content has been studied according to established procedures of scientific scrutiny that can be reasonably relied upon.

Program content has peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach.

Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

Content References

Please provide relevant references, or up to 5 representative citations (where applicable), concerning your program content. Use additional pages if necessary.

AUDIOVISUAL NEEDS: (Check all that you require for your presentation.)

- _____ Overhead projector (for transparencies, NOT for PowerPoint)
- _____ Laptop and LCD projector
- _____ Computer speakers
- _____ Flip chart
- _____ Screen only
- _____ None needed

Special ROOM REQUIREMENTS, if any (size, set-up, etc.):

Email this document directly to Dr. Keeley (jwkeeley@vcu.edu).
Do NOT upload to the Electronic Submission System (ESS).

For questions, contact:

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DEADLINE: October 10, 2017 – 6:00pm EST

Learning Outcomes

Please review the learning outcomes you have provided above. These statements should clearly define what the participant will know or be able to do as a result of having attended the program, and they must be stated in measurable terms.

Criteria and Processes for Determining Proposed Programs' CE Eligibility

Acceptable programs must adhere to the definition of continuing education in that they improve service to the public and enhance contributions to the profession. Programs that address the personal or professional well-being of the psychologist must also demonstrate how they meet the above definition.

Determination of eligibility is not made on the basis of topic alone. The responsibility is on the applicant to adequately establish the bridge between program content and the elements of the criteria. The more distant your topic appears to be from core disciplinary knowledge, the greater the responsibility we have to demonstrate the connection to improvement of services to the public and contributions to the profession.

Illustrative Example of Learning Outcomes

Title: BUILDING YOUR PRACTICE

At the conclusion of this program, participants will be able to:

Acceptable learning outcomes

- Identify the professional, legal and ethical issues related to buying versus renting office space
- Describe regulatory issues concerning electronic medical records and billing systems
- Negotiate contracts for managed care services which maximize patient care
- Analyze and minimize confidentiality concerns involving shared office space
- Create ethically sound marketing tools and techniques
- Provide effective client advocacy to third party payors

Insufficient learning outcomes

- Compare advantages and disadvantages of buying versus renting office space
- Learn to read a financial report
- Understand the limits of confidentiality
- Maximize income from managed care
- Appreciate the differences among treatments for ADHD
- Develop successful strategies for locating sublettors for office space
- Maximize case load through successful marketing
- Design promotions to attract the self-pay clientele

Note: Insufficient learning outcomes successfully articulate the advantages that might accrue to the practitioner, but do not extend these to underscore their value to the clients or the broader society that may follow from the knowledge gains associated with this program. Acceptable learning outcomes, by comparison, clearly identify the broader contributions that might support the welfare of the consumer and the society by addressing ethical and regulatory implications associated with successful business practice. They are also stated in terms of what the attendee will know or be able to do at the end of the learning experience.

Illustrative Example of Learning Outcomes

Title: SUCCEEDING IN AN ACADEMIC CAREER

At the conclusion of this program, participants will be able to:

Acceptable learning outcomes

1. identify the practical applications for teaching effectiveness of building a systematic research program
2. identify relevant ethical codes associated with research, clinical, or academic supervision with students
3. negotiate the regulatory and ethical information regarding publication and grant writing with colleagues or students
4. apply appropriate mentoring skills for maximal student growth
5. describe how academic policies and the administrative structure can create more efficient classrooms and labs
6. state the typical requirements for academic advancement in various types of institutions

Insufficient learning outcomes

1. identify the advantages in advancing one's career of having a systematic research program
2. manage the complexities of scheduling research assistants, supervisees and other helpers
3. negotiate the ins and outs of getting publications and grants
4. discharge advising obligations while still having time to write
5. increase chances for retention, tenure, and promotion through understanding academic policies and the administrative structure
6. understand the requirements for academic advancement in various types of institutions

Note: Insufficient learning outcomes identify the advantages that might accrue to the individual faculty member, but fail to link these to improved services and the broader regulatory, ethical or professional issues that might also serve broader constituents within this context. By contrast, the acceptable learning outcomes effectively tie the knowledge gains associated with this program to the effective functioning of the students and the administrative units associated with the faculty's functioning, and highlight the professional and scientific gains that would be expected to accrue as a result of the program. They are also stated in terms of what the attendee will know or be able to do at the end of the learning experience.

Sample Response to Curriculum Content Checklist

The demonstration of program credibility can include citations to relevant peer-reviewed research, and reference to broader, recognized traditions of research and theory, among others:

Example: "The Use of Expressive Arts in Psychotherapy"

Acceptable Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress.

Drawing from the fields of art therapy, dance therapy, and other allied fields of recreational and occupational therapy, this program overviews the historical traditions, current research findings, and practice knowledge that inform the application of arts in psychotherapeutic practice.

This program is derived from the following works:

McNamara & Scott. (2000). *Historical Research in Music Therapy, 3^d Edition*.

Douglas, D. B. (2001). Effectiveness of the expressive arts in psychotherapeutic practice: Documentation of research in clinical practice. *Journal of Arts in Medicine, 3*, 121-134.

Stanford, L. M., & Dickson, E. E. (2001). A controlled study of the effects of expressive arts as adjunctive techniques in psychotherapy. *Journal of Psychotherapy Research, 33*, 211-228.

Insufficient Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress.

Drawing from their extensive clinical experience, the presenters demonstrate a variety of expressive techniques that help open clients to new forms of mental health, adjustment, and optional functioning by helping them to recognize and experience their internal response.

This program is derived from the work of S. Smith, *Clinical Applications of the Expressive Arts* (New York: Stonewall Publications, 2000).

Note: The insufficient program description draws primarily from presenter experience and only minimal, non peer-reviewed publications. The acceptable response clearly identifies relevant research literature that supports both the application of the expressive arts and their associated outcomes within relevant clinical contexts.