



## MPA Guidelines for Student Involvement in CE Presentations

### **Purpose:**

- (1) To summarize criteria in order to help students meet the expected standards for presentations that offer Continuing Education credits.
- (2) Guidelines are also offered to provide helpful instructions for completing the necessary submission documents.

### **Benefits:**

Such opportunities for students have the potential to:

- (1) foster and teach a greater understanding of important concepts widely used in the psychological field,
- (2) share knowledge of unique expertise with psychologists and other mental health professionals,
- (3) model the importance of remaining up to date on recent published literature that guides ethical clinical practice,
- (4) enhance professional presentation skills, and
- (5) assist in furthering professional development early on in a student's career.

*The following standards have been drawn from the [Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists](#) (APA, 2015).*

### **Guidelines for Meeting Expectations for CE Programs:**

- Continuing Education (CE) in psychology, as defined by APA, builds upon a completed doctoral program in psychology, and is not meant to be a substitute for basic education and training needed to enter the psychology profession or for changing specialty areas.
- Topics presented accomplish goals that include (a) relevance to psychological practice, education, and/or science, (b) allowing psychologists to stay updated with current scientific evidence as well as relevant issues, and (c) enabling psychologists to maintain and develop competencies to improve services and enhance the profession.
- Topics presented have clear educational objectives that describe what attendees are expected to learn and how the knowledge can be applied.
- Instructional methods are included that actively engage the attendees.
- Instructors identified on the presentation must demonstrate expertise in the program content such that they are determined to be competent to teach the material at a level that builds upon a completed doctoral program in psychology.
- While instructors are not required to be psychologists, they must have expertise and competence in the areas taught.
- Expertise in a topic area might be demonstrated by some combination of the following including: (a) relevant educational experience, (b) previous teaching experiences and documents that verify such experience, (c) years of clinical experience, (d) publications in areas relevant to content taught, (e) evaluation forms from previously offered presentations, (f) personal knowledge of instructor's teaching ability, and (g) references.



- CE programs offered must be based on an evidence-based approach.
- The program content must adhere to the definition of continuing education and the [APA policy on Quality Professional Development and Continuing Education](#).

### **Additional Considerations for Students:**

- Collaboration & Establishing Expertise
  - ❖ Students interested in collaborating on a CE program presentation with other professionals (e.g., faculty mentor, licensed professional, similarly qualified professional) need to be able to demonstrate some combination of level of expertise in the topic area in order to be considered an instructor (see seven examples above drawn from APA Standards and Criteria for ways of demonstrating expertise).
  - ❖ Such expertise needs to be evident in the student's CV.
  - ❖ Students are encouraged to review the [CV resources](#) (i.e., [CV Guidance for Establishing Expertise](#) handout from APA; [Smith \(2015\)](#); [CV Guidelines](#) Handout), and [Samples](#) provided to assist in developing a CV that establishes their expertise areas.
- Authorship Order
  - ❖ Careful consideration should be given to authorship order and ensuring that the APA Ethics Code, Section 8.12 regarding Publication Credit (APA Ethical Principles of Psychologists and Code of Conduct, 2017) is followed.
  - ❖ Given that the faculty mentor(s), licensed professional(s), and/or similarly qualified professional(s) will have established expertise in the topic area, and the students will have developing expertise in the area, the independently qualified co-presenter will lead the presentation and will be higher in author order. It is important to note that a student cannot be identified as a primary author or lead on a presentation if the topic area is not an established area of expertise.
- Formulating Potential Topics for Submission
  - ❖ Students should discuss potential topics with faculty mentor(s), licensed professional(s), and/or similarly qualified professional(s) to formulate a cohesive idea to prepare for submission.
  - ❖ If students are interested in presenting their dissertation as part of a presentation that offers Continuing Education credits, careful discussion and consideration with the student's dissertation chair and committee will be necessary to verify that the dissertation meets APA Standards for presentations, including (a) the topic is grounded in an evidence-based approach, (b) if focused on application of psychological assessment and/or intervention methods, the CE program submitted must include content that is credibly supported by the most current scientific evidence, and (c) may also provide information related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology. For further guidance on content standards that must be met for CE programs that are supported by APA-Approved CE Sponsors, please refer to the [Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists](#), as MPA CE programs must meet these standards.
  - ❖ The dissertation should be completed or ready for final defense.

*Updated 4/24/2021*