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Continuing Education Credit (CEC) Procedures

Requirements for Approval to Grant CECs through USATAA

Continuing Education credits are available when you host or co-sponsor a TA training program with USATAA. Credits are available from the following organizations, when their requirements for content, instructors, objectives, promotional materials and records are met and when a co-sponsor agreement is in place.

Counselors – National Board for Certified Counselors (www.nbcc.org)

Psychologists – American Psychological Association (www.apa.org)

Social Workers – Association of Social Work Boards (www.aswb.org)

Credits are only available for in-person courses or seminars with pre-set course content. They are not available for case consultation.

If you are interested in granting CECs through USATAA, please read over this document to decide if you are willing to follow these necessary procedures.

To begin the process, send the following materials to the USTAA External Credentials Committee: (See accompanying documents for requirements for resume and objectives.)

A description of the course content

Resumes of instructors

Behavioral Objectives for the course

References to best practices and current research used in creating the course

Timeline for the course covering how much time you plan to spend on each topic in the course.

These materials will be reviewed by the Counseling Consultant, Psychology Consultant and Social Work Consultant for approval.

When the content, resumes and objectives have been approved for credits from one or more of the approving organizations, you will be asked for the proposed number of hours of instruction and scheduled meal and break times.

How to Obtain Continuing Education Credits and Co-Sponsor Programs with USATAA

The Committee will let you know how many credits can be offered for each profession, based on the organizations' individual requirements. CECs are based on contact hours so are not given for meal or break time.

You will send us the signed co-sponsoring agreement, which includes requirements for information that must be included on all promotional materials.

The Committee will send you the forms to be used for the List of Registrants, Sign in/Sign out sheets, Evaluation forms, and the CEC Certificates to be given to participants on completion of the course. You will also be given instructions on what materials are to be sent to the USATAA Credentials Administrator or other contact person for record keeping.

You will also be informed of any other administrative requirements. For instance, social workers must be given a syllabus or general outline of the course, along with a timeline, at the beginning of the course. The instructor or a monitor must sign the sign-in sheets. Courses must be at least one continuous hour in length. If psychologists are attending and requesting Continuing Education Credits, the instructor must include a statement of any risks of the material being taught. You will also need to specify whether the course is aimed at Beginning, Intermediate, or Advanced participants.

You will collect the money for the CECs. The fee is \$15 per course or conference or \$1 per contact hour for courses that meet weekly over a period of time. Payments will be sent to the USATAA business office.

Within 2 days of the completion of the course, you will send the List of Registrants, the sign-in and sign-out sheets, and the course evaluations to the Credentials Administrator or other specified contact person.

For any questions, please email me at bobbiebarry@hotmail.com or call at 847-869-3105.

Bobbie Barry, Chair
External Credentials Sub-Committee, USATAA
Approved March 2009

USATAA Co-sponsoring Agreement

Co-sponsorship with USATAA is required in order to provide continuing education credit for certain groups of professionals. See the accompanying document, **Continuing Education Credit Procedures**. As a co-sponsor, you must read, agree to, sign, and date this document.

As a representative of the co-sponsoring organization, I agree to:

1. Follow all of the guidelines established by USATAA including following the USATAA Code of Ethics, USATAA Grievance procedures, and leader agreements.
2. Have a written agreement that identifies such things as financial, administration, and instructional agreements.
3. Be sure that accommodations are available for any participant with a disability.
4. Indicate whether programs are appropriate for beginner, intermediate, or advanced practitioners.
5. Give USATAA final approval on all promotional and advertising material. All promotional and marketing material will include:
 - a. Educational goals, specific learning objectives,
 - b. A description of the target audience,
 - c. Name of instructors and instructors' credentials, including relevant professional degree and discipline, current professional position, and expertise in program content,
 - d. Course syllabus or agenda,
 - e. Number of CE credits offered,
 - f. Clear information about jurisdictional approvals,
 - g. CE provider number,
 - h. Accommodations of disabilities,
 - i. Course completion requirement such as completion of evaluation forms,
 - j. Indication of when and how a CE certificate will be awarded,
 - k. Location and schedule of event,
 - l. Instructions and contact information for filing grievances.
 - m. Cost and refund/cancellation policy

Co-Sponsoring Organization _____

Print Name and Title in Organization _____

Signature _____ Date _____

Contact Information: (address, phone, email) _____

Requirements for Behavioral Learning Objectives

The term "behavioral learning objective" refers to what the participant will be able to demonstrate at the end of the learning experience, not what the presenter or participant will do during the learning experience.

Objectives must

- Begin with behavioral words such as list, explain, use, identify, create, compare, solve, describe
- Be attainable within the time available in the workshop or course.
- Be specific, clear and concise
- Be measurable
 - Include specific information such as how many things the participants will be able to list, demonstrate, identify, or explain in order to make the objective measurable
 - Avoid words that are difficult to quantify such as discuss
- Avoid words that refer to mental states or activities such as understand, know, learn, recognize, analyze, examine, explore

Remember participants should be able to answer yes or no related to the completion of each objective.

Begin with the following first line:

By the end of the workshop participants will be able to:

Here are two examples of objectives that meet the criteria

Learning to think like a social worker: A step-by-step approach

By the end of this workshop participants will be able to:

- Identify three ways that transfer of learning can be enhanced
- Explain how problem-based learning (PBL) can be used in social work course
- Explain what educators can do to help students learn to think like professional social workers
- Identify two differences between (PBL) and modified problem-base learning
- Identify the necessary steps in developing and using modified problem-based learning
- Identify and use two methods of evaluating modified problem-base learning
- Identify how modified problem-based learning can be used in a social work course

Ego states: A conversation about realities

By the end of this workshop participants will be able to:

- List and define three approaches to the nature of reality
- List and describe three or more models of ego states
- List four categories of data that can provide evidence for expanded pragmatic absolutes / realities underlying ego states

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