

CE Activity Content: A Note on References

The educational content of a CE program must fulfill any one of the following descriptions:

**A. Application of Treatment & Intervention**

Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary peer reviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach. If proposing a CE activity under this category, you will need to include a minimum of three (3) peer-reviewed articles.

Reference Do's & Don'ts

DO	DON'T
<p>Cite at least three current (within the past 10 years), relevant (aligned with learning objectives and content), empirical, peer-reviewed articles.</p> <p>Make a clear linkage between the research cited and the program content. (Specifically document how the referenced research is relevant to the specific program content)</p> <p>Cite references authored by scholars of varying theoretical positions, techniques, or positions.</p>	<p>Reference books, chapters, monographs, or web-publications that are not demonstrably peer-reviewed.</p> <p>Rely on non-mainstream journals of limited circulation without demonstrating evidence that standard blind-review procedures are followed.</p> <p>Assert that the program content has been included in peer-reviewed publications without providing specific references that are currently available to reviewers and support that assertion.</p> <p>Provide full copies of journal articles or book chapters unless the reference is obscure or otherwise difficult to obtain (such as a government technical report.)</p>

Examples of Sufficient References

1. American Psychological Association, Task Force on Evidence-Based Practice with Children and Adolescents. (2008). *Disseminating evidence-based practice for children and adolescents: A systems approach to enhancing care*. Retrieved from <http://www.apa.org/pi/cyf/evidence.html>.
2. Smith, J.G., Robertson, L.M., & Jones, K.V. (2011). Examining the neuropsychosocial correlates of conduct disturbance in urban adolescents. *National Institute of Health* (Funded at \$100,000).
3. U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). *Your guide to lowering blood pressure*. (NIH Publication No. 03-5232). Retrieved from [http://www.nhlbi.nih.gov/health/public/heart/hbp/hbp\\_low/hbp\\_low.pdf](http://www.nhlbi.nih.gov/health/public/heart/hbp/hbp_low/hbp_low.pdf)

**B. Ethics, Legal, and Regulatory Standards**

Program content focuses on ethical, legal, statutory, or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

**Note:** A simply mention that concern for ethical practice will be included in the presentation disqualifies the program from fulfilling the criteria of this category. We expect that programs meeting this criterion include specific content, as evidenced by learning objectives, addressing ethical issues particularly relevant to the topic under consideration or entirely devoted to ethical, legal, statutory, or regulatory concerns.

Reference Do's & Don'ts

DO	DON'T
Cite at least three references explicitly linked to the program content.  Cite references authored by scholars of varying theoretical positions, techniques, or positions.	Cite references that provide an overview of the entire APA ethics code (e.g., Knapp, 2011) as the only references.

Examples of Sufficient References

1. Hathaway, W. L. (2011). Ethical guidelines for using spiritually oriented interventions. In J. D. Aten, M. R. McMinn, & E. L. Knapp, S. J. (Ed.). (2011). *APA handbook of ethics in psychology* (Vols. 1-2). Washington, DC: American Psychological Association.

**C. Research, Practice, Education**

Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures. If proposing a CE activity under this category, you will need to include a minimum of three (3) peer-reviewed articles.

Reference Do's & Don'ts

DO	DON'T
<p>Cite at least three current (within the past 10 years), relevant (aligned with learning objectives and content), empirical, peer-reviewed articles.</p> <p>Make a clear linkage between the research cited and the program content. (Specifically document how the referenced research is relevant to the specific program content)</p> <p>Cite references authored by scholars of varying theoretical positions, techniques, or positions.</p>	<p>Reference books, chapters, monographs, or web-publications that are not demonstrably peer-reviewed.</p> <p>Rely on non-mainstream journals of limited circulation without demonstrating evidence that standard blind-review procedures are followed.</p> <p>Assert that the program content has been included in peer-reviewed publications without providing specific references that are currently available to reviewers and support that assertion.</p> <p>Provide full copies of journal articles or book chapters unless the reference is obscure or otherwise difficult to obtain (such as a government technical report.)</p>

Examples of Sufficient References

1. Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th ed.). New York, NY: Guilford.
2. Butler, A. C., Chapman, J. E., Forman, E. M., & Beck, A. T. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review*, 26, 17-31.

**Important Considerations for Content Areas**

The material covered may focus on “cutting edge” methods or other more established topics. Regardless of the topic, sufficient evidence may require substantial accumulation of information. Applicants must show that the content has been supported using established research procedures and scientific scrutiny through the provision of specifics of the research, how it was conducted, by whom, under what controls, and with what level of review.

The categories above are for the APA. For those proposing activities that will also be open to other mental health professionals (i.e., counselors, social workers, therapist, psychiatrists), please note that the requirements are the same. Proposed CE activities that will explore assessment and intervention methods should follow the considerations provided in section A. CE activities that will explore legal/ethical, and statutory topics/themes, should follow the considerations provided in Section B. Other topics that do not fall under sections A and B should follow the considerations provided in section C.