Recommendations for Continuing Professional Development (CPD) Based on the ASPPB Task Force and Work Group for Maintenance of Competency and Licensure (MOCAL)

Research demonstrates that the public believes and expects that licensed professionals must remain current and competent in their areas of practice (Finlayson & Dewar, 2001), and that the public also believes professionals are required to demonstrate evidence of continued competency in order to maintain licensure (Neuberger, 2000). Competence is also a cornerstone of the APA Ethics Code for psychologists, and psychologists are expected to practice only in their areas of competence and in a "competent" manner (APA, 2002). Research also suggests that the effectiveness of traditional continuing education efforts is disappointing, one-time continuing education workshops or classes do very little to ensure continued competency, and that continuing education classes seem to have very little impact on how people practice (O'Brien, et al., 2007).

An important function of regulatory bodies is to investigate complaints and implement educative and disciplinary measures as appropriate. The association between CE and the prevention of disciplinary actions has not been established, and indeed, has been questioned (Rodolfa, Schaffer & Webb, 2010). What has been demonstrated to contribute to ongoing maintenance of competence, continued professional development, and ultimately public protection is variety in the kinds of learning activities engaged in (traditional CE activities are only one kind of learning activity), activities that continue over time, and activities that include formal follow-up (WFME, 2003). Further, it has been suggested that professional isolation can be seen as a barrier to maintaining one's competence (Courtney & Farnsworth, 2003), and that individuals who practice in isolation from others run the risk of becoming less aware of current practice standards (Lewkonia, 2001).

The following proposed guidelines for Continuing Professional Development (CPD), a broader concept than Continuing Education, take into account what the research tells us about the kinds of activities that are more likely to lead to competent practice and thus serve to maintain public protection. Mandated CPD would identify and make transparent the licensing board's commitment to ensuring the highest ethical responsibilities for its licensees.

Recommended Structure for Continuing Professional Development

Credits - **40** ***credits*** of CPD every two years. The concept of credits replaces "hours," since many of the possible CPD activities are not counted in number of hours.

Areas of Practice - at entry licensure, and at each renewal period, licensees will identify their areas of practice. At each license renewal period, licensees will also develop a plan for their CPD activities during the next licensing period. The plan is

meant to be a guide for psychologists, and can be modified during the course of each licensing cycle.

CPD activities - the following table presents the 10 activities, with associated credits, that constitute the suggested range of CPD activities. Rationale for each activity follows.

CPD Activity	% Allowed toward Renewal Requirement of 40 Credits	Maximum # of Credits Allowed each Renewal Period	Value of Credits by Activity
Professional			
1. Ongoing Peer Consultation (including but not limited to case consultation, journal clubs, research groups; mentoring;)	50	20	1 hour = 1 credit
2. Practice Outcome Monitoring (assessing patient/client outcomes via protocol)	50	20	1 patient/client = 1 credit
3. Professional Activities (including but not limited to serving on psychological association boards or committees, editorial boards of peer reviewed journals related to psychology, scientific grant review teams or board member of regulatory body)	25	10	1 year = 10 credits
4.Conferences/Conventions (attendance time as distinguished from CE credits)	10	4	1 conference day = 1 credit
Academic			
5.Academic Courses (taking a graduate-level course for credit related to psychology from a regionally accredited institution).	50	20	1 course = 20 credits

6. Instruction (teaching a course in a regionally accredited institution, full day sponsor approved or half—day sponsor approved workshop presentation; only counts first time teaching or presenting)	50	20	1 course = 20 credits 1 full day workshop = 10 credits ½ day workshop = 5 credits
7. Publications (peer-reviewed articles, book chapters or editor or coeditor of peer reviewed journal)	25	10	1 publication = 10 credits
Continuing Education			
8.Approved Sponsored Continuing Education (any activity provided by approved sponsor organizations defined in CPD guidelines)	50	20	1 hour = 1 credit
9. Self-directed learning (readings, videos, electronically mediated presentations, unsponsored activities)	10	4	1 hour = 1 credit
Board Certification			
10. Board Certification (can count for 100% of required CPD in the year that certification is awarded)	100	40	Certification awarded = 40 credits

Professional

1. *Peer Consultation*: "Peer Consultation" refers to a structured and organized system of interaction with colleague(s) designed to help broaden professional knowledge and expertise and reduce professional isolation. Meeting with colleague(s) in research groups, journal clubs, and case consultations, with a structured, organized format, that focuses on professional practice would count for up to 20 credits, with a minimum of 10 credits (that is, a minimum of 10

hours of peer consultation) per renewal cycle, one hour of peer consultation being equal to one credit.

2. *Practice Outcome Monitoring*: "Practice Outcome Monitoring" refers to the periodic application of outcome assessment protocols with clients/patients, in order to monitor one's own practice process and outcomes. Ongoing therapy clients/patients should include a series of measures. Practice Outcome Monitoring can help assess whether or not one's approach to practice is effective and whether that effectiveness can be enhanced. Participation in a hospital or health care system's formal quality assurance program (QA) that focuses on monitoring patient/client outcomes is another means of evaluating one's practice. Practice Outcome Monitoring involves the use of a standardized assessment tool. For non-standardized measures, a rationale should be included. Practice Outcome Monitoring counts for up to 20 credits every two years, with one patient/client assessment or series of assessments as appropriate to the practice endeavor being equal to one credit.

3. *Professional Activities*: "Professional Activities" refers to ongoing participation in professional associations and other professional organizations to ensure that the public service work of the profession is supported and to reduce professional isolation. Service on regulatory boards, in professional psychological associations (boards, and committees - with the exception of professional lobbying activities), and scientific grant review teams for one full year would count for up to 10 credits for the two-year renewal cycle.

4. *Conference/Convention*: "Conference/Convention" refers to attending professional conferences/conventions related to psychology in order to interact with colleagues and participate in the social, interpersonal, professional, and scientific activities which are part of the milieu of conferences and conventions. . These credits are for activities for which the attendee does not earn approved sponsor continuing education (see below). Attendance at conferences/conventions would count for up to 4 credits every two years, with one conference day being equal to one credit.

Academic

5. *Academic Courses*: "Academic Courses" refers to taking, for credit, a graduate-level course related to psychology from a regionally accredited institution. Coursework could be in a variety of areas, but must be demonstrated to relate to psychology in order to help manage the professional, scientific, business or administrative aspects of one's profession more effectively. Taking one semester-long course every two years would be the maximum that could count, and would count for 20 CPD credits.

6. *Instruction*: "Instruction" refers to teaching for the first time a semester-long or equivalent, graduate or undergraduate course related to psychology in a regionally accredited institution. It also refers to presenting, for the first time, a day-long (6 hours) approved sponsor workshop or half-day (3 hours) approved sponsor workshop that relates to the practice of psychology. This kind of activity is seen as a means to advance one's own competencies as well as to educate others. Teaching a semester-long or equivalent course for the first time counts for 20 CPD credits every two years. Presenting a day-long workshop for the first time counts for 10 CPD credits, and presenting a half-day workshop for the first time counts as 5 CPD credits every two years.

7. *Publications:* "Publications" refers to authoring peer-reviewed articles, book chapters, or editing or co-editing a book or peer-reviewed journal. "Publications" must be related to the profession of psychology and counts for 10 credits every two years.

Continuing Education

8. *Approved Sponsor Continuing Education* : "Approved Sponsor Continuing Education" refers to attendance at any activities provided by approved sponsor organizations approved by the Board. Approved Sponsor Continuing Education would count for up to 20 credits every two years, with one hour of workshop being equal to one credit.

9. *Self- Directed Learning*: "Self-Directed Learning" refers to reading books or scientific journals, listening to tapes or reviewing electronically mediated presentations, or participating in other professional learning activities on one's own. Self-directed learning would count for up to 4 credits every two years, with one hour spent on learning being equal to one credit.

Board Certification

10. *Board Certification:* "Board Certification" refers to earning certification from the American Board of Professional Psychology (ABPP). ABPP certification requires psychologists to demonstrate to the satisfaction of experienced peers, through a structured and well-formulated process, that they are competent in intervention, assessment, and consultation in their area of practice. Additionally psychologists are examined on ethical and legal issues, scientific bases for their services, supervision/teaching/management, interpersonal interactions, individual and cultural diversity, and professional identification. This level of examination and scrutiny is considered the "gold standard" and serves as the best indicator psychology currently has of

assuring that licensed psychologists are maintaining their professional competence. Being awarded an ABPP counts for all 40 credits required for the two-year renewal period.