



THE AMERICAN COLLEGE OF FORENSIC EXAMINERS AND THE AMERICAN PSYCHOTHERAPY ASSOCIATION



Faculty Guidelines

The American College of Forensic Examiners and the American Psychotherapy Association greatly depend on the knowledge, effort, and integrity of our members and qualified professionals when offering our educational activities. We thank you for your service and dedication to ACFEI and the American Psychotherapy Association.

If you have any questions or concerns regarding any of this information, please contact Logan Forester by email at logan@acfei.com or by phone at 800-423-9737, ext. 117.

Summary Checklist to Return to ACFEI/American Psychotherapy Association:

- **Biographical Sketch and Curriculum Vita**
- **Faculty Disclosure**
- **Additional Course Information**

Biographical Sketch: ACFEI/American Psychotherapy Association will include a brief biographical sketch in the course catalog, along with your approved abstract and learning objectives, to promote your course. You may include your credentials, background, affiliations, etc. Please keep it brief to a limit of 100 words or less.

Curriculum Vita: Please include your current employment setting and any qualifications pertaining to the course material. A current vita must be on file in order to meet CE qualifications.

Faculty Disclosure: *Please complete the enclosed disclosure declaration form.* A completed disclosure form is required to meet CE qualifications.

Additional Presentation Information: In addition to the items you may have already sent with your initial submission, the CE department requires the following information for your course. *Please complete the attached form.*

- Learning Objectives (need to be observable and measurable)
- Target Audience (i.e., Social Workers, Psychologists, MD, DO, Nurses, etc.)
- Prerequisites (in terms of education, experience, both or none)
- Program Level (i.e., basic, intermediate, advance, update or overview) **choose 1**
- Advance Preparation (if required)

Email: logan@acfei.com

Fax: 417-881-4702

Attn: Logan Forester

ACFEI/American Psychotherapy Association Faculty Disclosure Form

ACFEI and the American Psychotherapy Association are required by accrediting agencies to obtain disclosure from all faculty.

It is the policy of ACFEI/American Psychotherapy Association to insure balance, objectivity, and scientific rigor in all our educational activities. Disclosure statements will be included in the CE activity promotional material. This policy is intended to make participants aware of the faculty's interests, commitments, or unapproved use of a product or device, so they may form their own judgments about the course. The content should be without commercial bias.

CE activities should include statements that describe the accuracy and utility of the materials, the basis of such statements, the limitations of the content being taught, and the severe and most common risks.

"Relevant financial relationships" can be defined as financial relationships with any commercial support in any amount occurring within the past 12 months that could create a conflict of interest.

CE Activity Title:

Faculty Name:

Check one box:

I do not have a relevant financial relationship

I do have a relevant financial relationship – please complete below:

Name of the commercial interest:

The nature of the relationship with each commercial interest:

Signature _____ Date _____

ACFEI/American Psychotherapy Association Presentation Information Form

ACFEI and the American Psychotherapy Association are required by accrediting agencies to obtain certain information from all faculty. In addition to the items you already submitted, the CE department requires additional information for your course.

Learning Objectives: 1-2 learning objectives per hour of instruction

Learning objectives are statements that clearly describe what the learner will know or be able to do as a result of having participated in an educational activity. Learning objectives must be *observable and measurable*. Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors. Verbs to consider when writing learning objectives:

List, describe, recite, write, revise
Compute, discuss, explain, predict, compile, create
Apply, demonstrate, prepare, use, plan
Analyze, design, select, utilize, assess, compare, rate, critique

Verbs to ***avoid*** when writing learning objectives:

Know, understand, learn, appreciate
Become aware of, become familiar with

1. _____

2. _____

3. _____

Target Audience (for example, DO, MD, Psychologists, Social Workers, Forensic Accounts, etc.):

Prerequisites (in terms of education, experience, both or none):

Program Level (i.e., basic, intermediate, advance, update or overview):

Advance Preparation (if required):
