

TENNESSEE PSYCHOLOGICAL ASSOCIATION

Program Proposal Form

Instructions for filling out Proposal Form

Please fill out this form as fully as possible and e-mail to TPAContinuing@msn.com. Co-sponsorship proposals will need to be accompanied by a brochure and vitae of presenter(s)

TPA Continuing Education Program Application Form

In completing this form, please consider a few things that will greatly facilitate the review process. We have expanded the proposal form, based upon our experience with reviewing proposals and needing to seek additional information. It may take a few more minutes to complete but should eliminate much of the additional correspondence associated with reviewing and editing program proposals. Many of the changes and request for additional information also reflect changes in APA approval criteria for programs.

1. Please note that all submission should be complete (this form completely filled out and all necessary vitae submitted).
2. The proposal program will need to be in final form.
 - a. The review committee will not be considering drafts, and providing feedback. Also, please write the abstract and goals as they will appear in the brochure. For instance, please avoid using the word "proposal" and instead use the word "workshop" or "this presentation will".
 - b. Below, you will be asked to submit four learning objectives. Please submit four. Also, please submit objectives that are "*learner-centered*" and focus on skills, knowledge and behavior participants will gain through participation in the workshop. Here are some examples of learner-centered, versus presenter centered:

Examples:

Learner centered:

"Participants will become more aware of potential high risk areas of practice and the relevant laws and ethics code."

"Learn about recent empirical data pertaining to procrastination behavior."

"Be able to identify subtypes of attention deficits disorders."

The following are presenter-centered:

"To teach specific strategies that can be used in clinical practice for treating panic disorder."

"Present ethical dilemmas psychologist encounter with child custody evaluations."

3. E-MAIL SUBMISSIONS:

- a. We can only accept program proposals that are submitted via e-mail. Thank you.
- b. When submitting your proposal by e-mail, please give your files unique names. We can easily receive thirty proposals that are labeled "TPA06". If submitting multiple proposals, please title each one: ie., *AaronBrownTPAProposal I Ethics; AaronBrownTPAProposal II Legal Issues.*

(Please Print or Type)

1. Name: Denise D. Davis
2. Professional Credentials (Please attach an electronic copy of your vitae):
 - A. Relevant Professional Degree(s): Ph.D. in Clinical Psychology
 - B. Current Professional Position/Title: Clinical Psychologist and Assistant Professor
 - C. Current professional affiliation (e.g. private practice, University of _____)
Private Practice and Vanderbilt University Department of Psychology

3. Your Mailing Address: 104 Kenner Ave., Suite 300

City/State/Zip: Nashville, TN 37205

Phone Number Office: 615-269-5005

E-mail: denise.d.davis@vanderbilt.edu

4. Best time to call: No optimal time – leave message

5. Please list the name(s) of any other persons presenting the program with you, their degree, primary work affiliation (e.g. Private Practice, University of _____) and title. *PLEASE HAVE CO-Presenters SEND AN ELECTRONIC COPY OF THEIR VITAE.*

Name, degree	Affiliation	Title

6. Title of Presentation: **Ethics and Psychotherapy Termination: Ending on a Positive Note**

7. Type of Presentation: 1 1/2 hours 3 hours 6 hours Research 1/2 hour
 Poster I will be providing handouts
(Unfortunately TPA lacks the resources to provide copies of your handouts.)

*8. Please describe the main educational objectives of your presentation (learner centered objectives required; please see instructions above.).

A. Participants will conceptualize termination strategy

B. Participants will identify 4 reasons why termination strategy is important in contemporary practice

C. Participants will understand ethical principles and standards pertinent to termination strategy

D. Participants will discuss ethical management of treatment length and termination boundaries

E. Participants will learn an operational definition of client abandonment

Note: Final Educational Objectives must be approved by TPA's Continuing Education Officer/Committee.

9. Content of Presentation:

Please provide a brief (one paragraph) description of your presentation:

Unlike love, psychotherapy is not intended to last forever. The contractual nature of therapy as a professional service distinguishes this relationship from more personal attachments. At the same time, the emotionally charged nature of the provider-client relationship can make ending therapy feel as awkward as breaking ties with a family member. Effective termination is vital in drawing meaning, closure, and creating a lasting effect of therapy as a positive experience, no matter what theoretical approach is used. In contemporary practice, there are multiple contingencies that have an impact on when psychotherapy continues or ends. This presentation will conceptualize termination strategy as an important tool for today's practitioner, and identify four types of clinical challenges that are ill-suited to a purely intuitive approach. Competence in termination strategy will be related to ethical principles and specific standards of conduct and applied to the tasks of negotiating treatment length, managing termination boundaries and avoiding client abandonment.

10. a. To be considered as a Continuing Education program, the above program must meet at least one the following criteria (please check all that apply):

1. Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts.

2. Program content has been studied according to established procedures of scientific scrutiny that can be reasonably relied upon.

3. Program content has peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach.

4. Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

(**Note:** The following is a new set of criteria; if you need technical assistance regarding this, please contact the Continuing Education Officer for TPA at TPAContinuingED@msn.com, who will provide you with examples.)

- b. For each item checked, describe how your program meets that criterion. Please list the number of the criterion and provide at least two, full citations that support the criterion. (Please copy and past if you are providing support for more than one criterion):

Criterion # 4

The program will describe four types of commonly encountered clinical challenges that can increase the risk of administrative, ethical or legal problems if mismanaged, and conceptualize termination strategy as an alternative to a purely intuitive approach. Competence in termination strategy will be related to general ethical principles and specific standards of conduct as outlined in the *Ethical Principals of Psychologists and Code of Conduct (APA, 2002)*.

References:

1. American Psychological Association (2002). *Ethical Principals of Psychologists and Code of Conduct*. *American Psychologist*, 57, 1060-1073.
2. Beauchamp, T., & Childress, J. (1994). *Principles of biomedical ethics (4th ed.)*. New York: Oxford.
3. Brogan, M. M., Prochaska, J. O., & Prochaska, J. M. (1999). Predicting termination and continuation status using the transtheoretical model. *Psychotherapy*, 36, 105-113.
4. Ebert, B. W. (2006). *Multiple relationships and conflict of interest for mental health professionals: A conservative psycholegal approach*. Sarasota, FL: Professional Resource Press.

5. Younggren, J., & Gottlieb, M. (2004). *Managing risk when contemplating multiple relationships*. *Professional Psychology: Research and Practice*, 35(3), 255-260.

11. Please indicate the target audience for whom the program is intended:

Doctoral Level Psychologists Psychological Examiners
 Graduate Psychology Students Other (specify):

12.a. Please indicate below the necessary knowledge/skill level for participants to fully participate in your program:

Introductory - No prior knowledge of the specific content area is needed to participate fully and effectively in the workshop. The information or skills will be new to those enrolled.

Intermediate - Some basic knowledge of the specific content area is required, but participants need not have in-depth knowledge or skills. The program will provide information at a level beyond the basic knowledge of the topic.

Advanced - To participate fully, those enrolled must possess a substantial working knowledge or skill level in the specific content area. Generally, the knowledge or skill involved is currently used by the participant in his/her job. At this level, advanced techniques or knowledge would be offered to refine and expand current expertise.

b. Pre-requisite: If you indicated intermediate or advanced level skills, please indicate what pre-requisites skills or experience participants should have in order to fully benefit from the program:

Participants should have academic and work experience in providing services.

13. Professional Credentials (Please attach an electronic copy of your vitae if not already on file):

A. Relevant Professional Degree(s): Ph.D. in Clinical Psychology

B. Current Professional Position/Title: Clinical Psychologist and Assistant Professor

14. TPA requires its speakers to possess competency in their teaching ability. What is your evidence of that competency?

I teach core courses on psychotherapy and on professional ethics for the integrated doctoral program in clinical science at Vanderbilt University (APA approved program). I served a 3 year term as a practicing member of the TN Board of Examiners in Psychology and have been a consultant to the BOE for several years in addition. I have practiced psychotherapy for over 20 years, have published articles and book chapters related to the process of psychotherapy and am currently working on a book on which this presentation is based.

15. Please list any other continuing education programs you have presented for TPA in the past 5 years (please list date if known): N/A

16. DIVERSITY, GENERALIZABILITY/ LIMITS of METHOD and/or RESEARCH: TPA has a strong commitment to respect diversity and to promote cultural competency. Depending upon your topic, you might include information about research findings concerning the effect of age, culture or race or treatment effectiveness and generalizability of results across populations. Please comment briefly how you will consider issue of diversity in your program and upon the generalizability of/implications for

individuals of different ages, races, genders, socio-economic groups, religious groups, national origins, sexual orientation, etc. of your research/method/approach and/or therapy.

Cultural competency will be acknowledged as a component of the general ethical principle of respecting people's rights and dignity. The emphasis in material presented will be upon fair treatment of all clients, with exploration of the effects of individual differences on termination strategy as time allows.

17. According to APA's Standards and Criteria for continuing education, presenters must include statements that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks. Presenters must provide a sufficient basis for the interpretation of program information by informing participants of limitations of the content being taught, including contradictory evidence and its source. For example, presentations that include discussions of clinical assessments, treatments, or interventions also describe the evidence for this information, including the basis (e.g., research, established psychological practice, clinical expertise, patient acceptability) of such description or claims, and the severe risks, if any, and also those risks that are most common.

Please check all of the following that apply, or signify by checking that you agree to abide by the following procedures and principles in presenting a TPA sponsored CE programs. Your signature (or your electronic submission via e-mail) below affirms that you agree with the following principles and have made the appropriate disclosures.

A1. I agree to abide by ethical principles. Please sign below to indicate that you have reviewed TPA's Continuing Education Policies and the Ethical Principles for Psychologists and agree to abide by these policies and principles.

A2. I am not a licensed psychologist or psychological examiner but agree to read a copy of the APA Ethical Principles for Psychologists. I will abide by these principles and TPA's Continuing Education Policies.

B1. TPA does not necessarily exclude presenters from presenting about topics/products which they developed, or from which they might benefit. This allows for innovation as well as the advancement of professional practice. However, circumstances can create a conflict of interest when an individual has an opportunity to affect CE content about products or services of a commercial interest with which he/she has a financial relationship; or for a product or service they hope to develop that will lead to financial gain. Therefore, it is important to disclose this relationship for the following reason: a) for the sake of full disclosure to attendees at the workshop, b) to assess the possible impact of a potential conflict of interest and c) in order to uphold ethical principles.

B2. I am receiving the following financial support (commercial or otherwise) for this presentation (please include the source of support [i.e. honoraria, expenses paid by publisher, support from a pharmaceutical company, etc:

I have the following financial or other interest in a product that I will be presenting about.

Name of product (test instrument, book) *Terminating Psychotherapy: A Professional Guide to Ending on a Positive Note (book in preparation to be published by Wiley).*

Interest (i.e., author of book, receive royalties, intend to solicit investors or subscription to a service, am an employee of the company and/or publisher that owns the product, etc.): Author of book

I agree to allow TPA to disclosure the above relationship/sponsorship in any promotional and I agree to disclose this to participants at the beginning of my presentation.

Not applicable

C1. I agree to honor all copyright laws and agreements in preparing, copying and displaying materials for my presentation, and to secure and safeguard the confidentiality of all assessment/test instruments used during this presentation.

C2a. I agree to take the following precaution to safeguard confidential material/content (including test materials): Limit any case examples only to minimal information needed to illustrate the point, excluding any identifying information.

C2b. C2a. Not applicable.

D. I attest that during my presentation I will describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and most common risks.

E1. My presentation includes the following content that might be confidential or sensitive in nature , or might be stressful for participants (including information or demonstrations of procedures that might be discomforting to participants), and I agree to disclose to participants that confidential/sensitive material may be presented:

E2. Not applicable. There will not be any confidential/sensitive material disclosed during this presentation.

F. I understand that TPA will keep this program proposal and review process confidential except for those with a need to know (i.e., Continuing education committee members, TPA Board, brochure reviewers, convention personnel). [Note: TPA has been asked to serve as a reference for past presenters; this is a rare instance. TPA will be glad to forward information regarding participation, evaluations, etc when inquiries are made (this is very rare); but this confidentiality statement also means that we can do so only with your written permission.]

G. I agree to assist TPA with requests for additional information as part of the program proposal process. I recognize that if I do not respond to requests for additional information, my program proposal may be with drawn from consideration. (please update TPA on any change in your e-mail address.)

Signature: _____ Date: _____

Signed: Denise D. Davis, Ph.D., H.S.P. 8/24/06

Return this form as soon as possible as we need to have all of these materials on file as required by TPA and APA. Please email to:

Michael Myszka, Ph.D.
TPAContinuingEd@msn.com

THANK YOU FOR YOUR SUBMISSION