The Alaska Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The Alaska Psychological Association maintains responsibility for this program and its content.

All program proposals must meet the following basic criteria:

* Courses must be pertinent to the theory, practice, and methodology of psychology;
* Must be taught at the post-doctoral level (adding to diversity and knowledge appropriate to professional practice in psychology);
* Must enable a psychologist to provide better psychological care to the consumer; and
* Must clearly demonstrate on the application and/or accompanying materials how the course meets the above requirements. All proposal packets submitted for review must have all application items answered and include all required attachments as set forth in this document.

Primary contact (first and last name) Christopher McCurry, Ph.D.

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Date of Application 3/10/25

Individual or organization requesting approval AK-PA Sponsored

*(Type in AK-PA Sponsored if AK-PA is presenting this workshop).*

Contact Person Christopher McCurry

Title of Program: Secure your own oxygen mask first: Mindful approaches to therapist burnout

Date of Program 24/7
(For on demand webinar enter 24/7)

Location of Event AK-PA Sponsored
*(Type in AK-PA Sponsored if AK-PA is presenting this workshop).*

Target Audience: Psychotherapists and counselors

**Presenter/Faculty Names:** *(Designate primary presenter if more than one.)*

1 Christopher McCurry, Ph.D.

2

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**Presenter Bio(s)** *(50-word bio per presenter that outlines the presenter’s expertise and experience in the content area being presented.* *Note: Do not refer to an attached CV. While you will be required to attach a CV to this application, the information here should provide a specific rationale as to the presenter’s expertise in teaching the proposed content to doctoral psychologists.*

1 I have been a clinical psychologist practicing in Seattle, Washington, since 1991. I trained with acceptance and commitment therapy cofounder Steve Hayes at the University of Nevada, Reno.

I have given over 60 workshops, nationally and internationally, including webinars on professional burnout for the Nevada and Washington state psychological associations.

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**Credit Hours of CE Requested (1 hr = 1 CE):** 3

**[ ]  Check here if you are applying for Ethics CE designation.** *Ethics CE credit must highlight or emphasize ethical aspects, cite the specific APA Principles, and delineate which sections of the APA Code of Ethics are being discussed.*

If Yes, please indicate how/why this course specifically focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

[ ]  **Check here if this is a suicide prevention training.**

APA and AK-PA require inclusion of direct input of psychologists in all phases of the decision-making and program-planning process for the activities offered to psychologists for CE credit. Describe how doctoral-level psychologists (Ph.D., Psy.D., Ed.D.) have specifically contributed to the development of this CE event
*(Type in AK-PA Sponsored if AK-PA is presenting this workshop).*

**Degree of Content Sophistication***(All must be at post-doctoral level). In general, there are no concrete rules regarding labeling the content of CE programs as introductory, intermediate, or advanced. It is important for applicants to evaluate the level of their programming effectively so the learner understands the level at which information will be presented and for the applicant to develop learning objectives that are consistent with that level.* [View APA's definitions of programming levels here](https://www.apa.org/ed/sponsor/resources/levels-programming.pdf).

**Select all that apply:**

[x]  Introductory [x]  Intermediate [ ]  Advanced

**During the CE session, how will you disclose to participants the accuracy and utility of the materials being presented, the basis of such statements, the limitations of the content being taught, and the severe and most common risks associated with implementation of these materials?**I will present and discuss the literature concerning professional burnout, both seminal and recent contributions. This will include discussion of competing views of burnout and the pros and cons of identifying and addressing its various manifestations.

**Describe Method(s) of Instruction (select all that apply)**[x]  Lecture

[x] Demonstration

[ ]  Video/DVD

[ ]  Role Play

[ ]  Small Group Discussion

[ ]  Other Discussion Throughout the Workshop

**Please describe how participation in this educational offering will directly benefit the intended client population**. *For example, a workshop on anxiety disorders in children may help psychologists better understand how to more effectively diagnose and treat anxiety disorders in pediatric populations.*

Decades of research has shown that burnout, in its various presentations, can impact a clinician’s effectiveness by eroding in-session engagement, contributing to therapist cynicism, depression, and emotional exhaustion, and increasing the likelihood of errors (in the therapy room as well as in charting and billing). This workshop will help psychotherapists identify and address symptoms of burnout so that they can stay aligned with and connected to their clients and maintain resilience and effectiveness in all aspects of clinical work.

**Diversity Commitment: The Alaska Psychological Association encourages the participation of all psychologists and affiliates inclusive of age, creed, race, ethnic background, gender, socio-economic status, region of residence, physical or mental status, political beliefs, religious or spiritual affiliation, and sexual or affectional orientation. To this end, AK-PA commits to multiculturalism. AK-PA membership comprises a diverse group of psychologists who express psychological expertise in a variety of settings. Despite our best intentions, AK-PA members also recognize that we may hold unintentional attitudes and beliefs that influence our perceptions of and interactions with others. We are committed to increasing our knowledge of, our awareness of, and our dedication to all aspects of diversity and the unique qualities of different cultures and backgrounds. We are also dedicated to increasing inclusion among all our constituents and to reflect this in the leadership positions within our organization. AK-PA aspires to increase consciousness about aspects of diversity previously unacknowledged in both our organizational and larger dominant culture. It is in this spirit that we are committed to collaborating with members of varying marginalized groups to identify and oppose all forms of prejudice as we seek to promote diversity in our society. To this end, we are dedicated to increasing our cultural humility and effectiveness as educators, researchers, consultants, administrators, policy makers, and practitioners.**

**Diversity and sociocultural variables:**

**• Ability/Disability
• Age
• Culture (e.g., language, rituals/traditions, values)
• Education
• Faith/religious background
• Gender identity
• Immigration status
• National origin
• Sexual identity
• Socioeconomic status
• Race, ethnicity
• Other**

**Please provide three concrete examples of how your workshop will discuss/explore diversity and sociocultural variables (examples given in the list above) by examining impacts on clients, psychologists, populations served, and/or the therapeutic/consulting process. Limitations to the current body of knowledge with regards to diversity may also be discussed (**[**see appendices for definitions and examples**](https://www.ak-pa.org/wp-content/uploads/2022/08/GUIDANCE_ON_DIVERSITY_CONSIDERATIONS-CE_APP.pdf)**).**

We will discuss the limitations of the extant research on burnout given that much of it has been done with white, middle and upper-middle class clinicians.

In discussing risk factors for burnout, we will include known contributors such as cultural and racial minority status, age, gender, and the lack of minority representation (of all kinds) within the health care system.

Along these lines, we will address the issue of minority status and the dearth of appropriate resources for support, both in terms of finding suitable therapy of one’s own as well as reticence to address inequities and sources of stress within one’s work environment and culture.

**Will you (or your co-presenters) be supported financially by a manufacturer or any commercial product?**

[ ]  Yes [x]  No

If Yes, please explain the support, as well as the way you plan to disclose it to workshop participants.

**Will you gain financially (beyond honoraria received) by the sale of any product of publication as a result of this workshop?** *While the workshops are not to be used as opportunities for commercial advancement, it is not necessarily inappropriate for you to obtain some indirect financial benefit from presenting your workshop e.g. royalties. It is important, however, that you disclose this information.*

**[ ]  Yes** **[x]**  No

If Yes, please explain the financial gain, as well as the way you plan to disclose it to workshop participants.

**Are you presenting information about your practice or your research?**

[ ]  Yes [x]  No

If Yes, please explain.

If Yes, has privacy been safeguarded? [ ]  Yes [ ]  No*(e.g. disguise of identities in videotapes of case histories, etc.)*

If Yes, have you obtained the appropriate consent?[ ]  Yes [ ]  No

If Yes, have you ensured the security of tests and proprietary information used in this research/practice? [ ]  Yes [ ]  No [x] —the presenters will not discuss tests or proprietary information.

If Yes, has any of the research to be presented been funded by external sources *(e.g. university, industry)?* [ ]  Yes [ ]  No

If Yes, please list by who and explain how you plan to disclose this information to workshop participants.

**Describe the plan for documentation of registration and evaluation. Accomplishment of each objective must be evaluated, as well as participant's overall satisfaction with the workshop. The standard AK-PA forms are located in the CE Toolkit***(Type in AK-PA Sponsored if AK-PA is presenting this workshop).*

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**Describe the plan for evaluating and ensuring the accessibility of this course, including registration, learning assessment, materials, and facilities.**

*This should include the manner in which promotional materials are supplied to psychologists with disabilities, and your organization’s process for making the facility and instructional methods accessible to psychologists with disabilities. If needed, contact AK-PA for technical assistance.*

*(Type in AK-PA Sponsored if AK-PA is presenting this workshop).*

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**How will you directly assess participant learning?** Some possible options of assessing learning are: 1) informal discussions between instructor(s) and participants, 2) questions and answer sessions at the end of a program or 3) post-tests, etc. *Note: Although post-tests are not required, if you choose to use them, they must include a minimum of 6-8 questions for each CE credit.*

18 multiple choice and True/False questions

***For on demand webinars, please submit of 6-8 questions for each CE credit.***

**Check List**

**Attach the following items:**

[x]  Complete CVs for all presenters.
*If experience teaching/training in the proposed content area is not clearly obvious on each presenter’s CV, please also submit a brief explanation of the presenter’s background relative to the proposed content area(s).*

[ ]  Presentation slides and handouts (if available)

**[x]  A course syllabus that includes the following:**

1. **An event description and goal statement.***This abstract provides an overview and intent of the workshop, delineating how the course addresses the theory, practice, and methodology pertaining to your topic. The statement should be specifically relevant to psychologists and reflect keeping psychologists current and maintaining and/or increasing competencies in the subject area, and extending knowledge beyond a pre-doctoral level of training.*
2. **A list of learning objectives (at least one objective for each hour of the presentation).**
*Learning objectives must be observable and measurable, and they must clearly identify what the participant will know or be able to do as a result of having attended the program. The words, “Participants will be able to…” is a good way to start a learning objective. Good learning objectives typically convey how they will be observed/measured through use of words such that participants will be able to “describe,” “list,” and “explain,” etc. Do not use vague verbs such as “understand” or “learn.”* [*View APA's Guide for Writing Learning Objectives*](https://www.apa.org/ed/sponsor/resources/objectives.pdf)
3. **An outline of curriculum content.** This outline should show: **Syllabus/Time Outline:**
	1. Timeline of workshop topics and activities that explains the educational content for each time block and identifies exactly what will be covered in the presentation and how much time will be spent on each item, including breaks.
	2. A description of instructional methods (e.g., lecture, demonstration, video/DVD, role play, small group discussion) specific to each time block or content area.
	3. If more than 1 presenter is involved, please indicate a primary presenter for each portion of the outline.
4. **A reference list of academic/peer reviewed resources that are included in the presentation** The list must contain a minimum of 3 references that have been published within the past 10 years. Additional references (beyond the 3 required) may be older than 10 years of the date of application. This list should adhere to APA Style guidelines (<https://www.apastyle.org/>).

***Please provide the following items with your application. They do not need to be provided if AK-PA is presenting this workshop.***

[ ]  **Copy of Learning Assessment to be used at event.***This should be a detailed list of quiz questions, discussion questions, reflection and application activities, etc. as requested in the application above and must contain a minimum of 1 reference supporting this approach to adult learning and evaluation.*

[ ]  **Copy of Evaluation Form to be used at event (this will be supplied for you if this is an AK-PA Annual Convention Presentation, AK-PA Workshop, or AK-PA Chapter event).**
*This evaluation form must include the same learning objectives provided in the syllabus. For specific guidance, consult the AK-PA CE Toolkit.*

[ ]  Copy of Sign in Sheet to be used at event *(this will be supplied for you if this is an AK-PA Annual Convention Presentation, AK-PA Workshop, or AK-PA Chapter event).*

[ ]  Copy of brochure or promotional material used to promote event.
*Please note in the APA Standards that there are specific requirements regarding what must appear in the promotional material. This includes the text below as two separate paragraphs. They must not be combined into 1 paragraph or combined with other disclaimer statements in your brochure or event promotions and marketing:*

[ ]  Brochures and promotional materials include the following text, in 2 separate lines (mandatory):The Alaska Psychological Association has approved this CE Workshop.

The Alaska Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. Alaska Psychological Association maintains responsibility for this program and its content**.**

[ ]  Brochures and promotional materials explicitly state the following:

1. Known commercial support for CE programs or instructors
2. Any relationships that could “reasonably be construed” to be a conflict of interest
3. Refers to credits as Continuing Education as CEs, not CEUs or CPEs.

[ ]  Promotional materials include or indicate how participants can obtain:

1. Educational objectives
2. Description of target audience or instructional level
3. Schedule
4. Cost, including all fees and cancellation policy
5. Instructor credentials
6. Number of CEs for each activity
7. Clear indication of activities not offered for CE
8. Disability accommodations