



Psychiatric
Rehabilitation
Association

PRA Standards for Continuing Education

(updated February 8, 2019)



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Introduction

About PRA

Founded In 1975, Psychiatric Rehabilitation Association (PRA), formerly the United States Psychiatric Rehabilitation Association (USPRA), and its members developed and defined the practice of psychosocial/psychiatric rehabilitation, establishing these services as integral to community-based treatment and leading the recovery movement.

PRA is the premier source of learning, knowledge and research for the psychiatric rehabilitation profession, and provides resources, education, ideas and advocacy to enhance the power and performance of the recovery workforce. PRA represents more than 1,300 individual and organizational members, representing over 8,000 psychiatric rehabilitation professionals across multiple fields.

Our Mission

Advocate for ethical and effective resiliency, wellness and recovery-oriented services and supports.

Improve the qualifications of our workforce through the highest standards of certification and professional education to ensure that children and adults with behavioral health concerns thrive in their roles and communities as full citizens of their communities.

Our Vision

PRA envisions a world where children and adults living with behavioral health conditions thrive and find purpose and meaning in their chosen communities.

Our Guiding Principle

PRA believes that the practice of psychiatric rehabilitation leads to recovery, and thus is committed to the growth of psychiatric rehabilitation in both quantity and quality, and to the universal availability of state-of-the-art psychiatric rehabilitation services for all individuals with mental illness who seek such services.

Defining Psychiatric Rehabilitation

Psychiatric rehabilitation promotes recovery, full community integration, and improved quality of life for persons who have been diagnosed with any mental health condition that seriously impairs their ability to lead meaningful lives. Psychiatric rehabilitation services are collaborative, person-directed



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and individualized. These services are an essential element of the health care and human services spectrum, and should be evidence-based. They focus on helping individuals develop skills and access resources needed to increase their capacity to be successful and satisfied in the living, working, learning, and social environments of their choice.

Certification Commission for Psychiatric Rehabilitation and Recovery

The Certification Commission for Psychiatric Rehabilitation is the standard-setting body for PRA's credentialing programs, providing the governance, coordination, planning, and operation of the certification process as well as promoting the welfare of people in recovery by establishing professional standards for those engaged in providing psychiatric rehabilitation services. The commission works to assist and encourage all persons engaged in the profession of psychiatric rehabilitation to achieve and maintain the highest professional standards.

The Commission has autonomy in decision making related to all essential certification matters, including eligibility standards, and exam development and administration. The Commission consists of no less than eleven (11) and not more than fifteen (15) members at any given time. Commissioners serve a term of four (4) years, and may serve no more than two (2) consecutive terms, or a maximum of ten (10) years. At all times, no less than 2/3 of all Commissioners are CPRPs and/or CFRPs in good standing. The Commission strives to maintain a diverse membership; ensuring geographic representation of all CPRPs and CFRPs. Commissioners may be recipients of psychiatric rehabilitation services, family members of recipients, those in related helping professions, and Public Mental Health Administrators.

Definition of Psychiatric Rehabilitation Practitioner Continuing Education

Continuing Education (CE) in Psychiatric Rehabilitation and Recovery and/or Child and Family Resiliency and Recovery is an ongoing process of formal learning from activities that:

- Are relevant to providers of Psychiatric Rehabilitation, Resiliency, and Recovery services.
- Enable certified CPRPs and/or CFRPs to keep pace with the most current scientific evidence regarding assessment, intervention, education, and legal/statutory/regulatory issues
- Allow certified CPRPs and/or CFRPs to maintain, develop, and increase competencies in order to improve outcomes of services they provide, and enhance their contributions to the field of Psychiatric Rehabilitation.

Continuing education builds upon the education and training of a current Certified Psychiatric Rehabilitation Practitioner (CPRP) and/or Certified Child and Family Resiliency Practitioner (CFRP). It is not a substitute for the basic academic education and training needed for entry into the field of Psychiatric Rehabilitation, nor should it be considered the primary vehicle for career changes from one specialty area to another.



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Standards

All entities must meet the Standards detailed below in order to achieve or retain Approved Provider status to provide continuing education for Certified Psychiatric Rehabilitation Practitioners (CPRPs) and/or Certified Child and Family Resiliency Practitioners (CFRPs). Each standard includes a general principle, followed by related criteria. These Standards, Principles, and Criteria are applicable to *all* CE programs providing contact hours of continuing education for CPRPs and/or CFRPs. Failure of Approved Providers to follow the standards once approved may lead to revocation of AP status.

Standard #1: Providers

Approved Providers are entities providing education and training in Psychiatric Rehabilitation and Recovery and/or Child and Family Resiliency and Recovery to current or prospective CPRPs and/or CFRPs.

CE Principles: Continuing Education (CE) in Psychiatric Rehabilitation and Recovery and/or Child and Family Resiliency and Recovery is an ongoing process of formal learning from activities that:

- Are relevant to providers of Psychiatric Rehabilitation, Resiliency, and Recovery services.
- Enable certified CPRPs and/or CFRPs to keep pace with the most current scientific evidence regarding assessment, intervention, education, and legal/statutory/regulatory issues
- Allow certified CPRPs and/or CFRPs to maintain, develop, and increase competencies in order to improve outcomes of services they provide, and enhance their contributions to the field of Psychiatric Rehabilitation

1.1: Provider Types

Provider Entities may be any of the following:

- PRA Chapter
- PRA State Affiliate
- Governmental Mental Health Agency
- Nonprofit Organization/Agency
- For-Profit Mental Health Agency
- For-Profit Educational Provider
- Academic Institution
- Managed Care Organizations

1.2: Provider Goals

Approved Providers (APs) must have a statement of goals for participants in their CE programming that reflect the principles listed above, as well as the type and nature of its CE programming and Target Audience.



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Many APs, due to the interdisciplinary nature of the field of Psychiatric Rehabilitation, provide multiple types of CE to a wide target audience. Keeping this in mind, an AP's CE program must include goals specifically addressing the learning needs of CPRPs and/or CFRPs.

Standard #2: Program Management

2.1: Inclusion of Credentialed Individual(s) in Planning Process

APs must work with a current CPRP and/or CFRP consultant in all phases of the decision-making and program-planning process for activities offering corresponding CPRP and/or CFRP contact hours.

2.2: Primary Contact Designation

APs must clearly designate the Primary Contact of their CE programming responsible for ensuring they meet the PRA Standards for Continuing Education.

2.3: Privacy, Security, and Permission

APs must ensure and must be able to provide evidence for, upon request, the:

- Security of tests
- Appropriate permission, use, and citation of proprietary information
- Confidentiality of individuals and organizations discussed in learning activities
- Security and Privacy of participant information

2.4: Complaint Policies and Procedures

APs must have written policies/procedures for addressing participant complaints in a reasonable, ethical, and timely fashion. While these policies/procedures do not need to be elaborate, steps to resolve complaints must be clearly indicated, and be available in written format upon request.

2.5: Inclusion and Respect

APs must ensure that the conduct and content of program faculty, staff, leadership, and volunteers are respectful and inclusive to the cultural, individual, and role differences of participants, including those based on age, gender, gender identity, gender expression, race, color, ethnicity, culture, national origin, language, sex, sexual orientation or preference, religion or spiritual beliefs, marital status, political belief, mental or physical disability, socioeconomic status, or any other preference of personal characteristic, condition or state.

2.6: Special Accommodations / Accessibility Requirements

APs are required to make their programs accessible to all individuals; therefore, facilities used by a sponsor must be in compliance with the ADA (Americans with Disabilities Act), and AP must have a process for addressing the needs of persons with disabilities as defined by the ADA or equivalent. Sponsors must also, to the best of their ability, provide accommodation for individuals with sensory impairments.



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2.7: Adherence to Standards

APs must, in all aspects of their CE programming offering CPRP and/or CFRP contact hours, adhere to all Standards and Appendices listed in this document.

2.8: Joint/Co-Sponsorship

APs must always be the sole provider of CE programming awarding CPRP and/or CFRP contact hours; joint- or co-sponsorship is not permitted.

Standard #3: Planning and Instructional Methods

APs must plan their CE programming around a clear set of objectives designed to measure effective educational intervention to address identified needs to improve outcomes. APs must use appropriate educational methods to effectively achieve these objectives, connect content and its application with the participant's professional context, and select faculty with demonstrated expertise in the subject matter being presented.

3.1: Overall Objectives

For multi-component programs (conferences, conventions, meetings, etc.), 3-5 overall objectives must be developed representing the general orientation of the program.

3.1.1: Specific Objectives

All activities (for large programs, each individual component) for which PRA credit(s) are assigned must be assigned multiple learning objectives that are measurable, learner-centered, and achievable within the timeframe of the activity. The objectives should be rooted in gaps in knowledge, skills, or abilities of practitioners, identified by a front-end analysis of needs and best practices, and clearly identify the observable demonstration (cognitive, affective, or motor) of the knowledge, skills, or abilities that learners will gain, in a professional context, after participation in the activity:

An educational OUTCOME describes the KNOWLEDGE/SKILL that a learner gains from participating in an educational activity.

An educational Learning Objective describes the ACTION a participant will be able to PERFORM, showing that the OUTCOME has been achieved.

Therefore, Learning Objectives must:

- Begin with an ACTION VERB (not Understand/Know/Learn)
- Be specific, clear, and concise (one outcome per learning objective)
- Describe a MEASURABLE and/or OBSERVABLE behavior/action that participants may be able to DO (i.e. LIST, DEFINE, DESCRIBE, CLASSIFY, COMPARE, CREATE, SUMMARIZE).

For a list of action verbs and/or clarification, visit <http://bit.ly/bloomactionverbs>.



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3.1.2: Number of Required Component-Level Learning Objectives

Each component (session, workshop, presentation, etc.) must include a minimum of three (3) learning objectives.

3.2: Instructional Methods

AP must include instructional methods that actively engage the learner to apply gained knowledge into practice.

3.3: Activity Formats

CE activities may be delivered in one of the following formats:

- Live Activity (In-Person Workshops, Seminars, Conferences, Webinars)
 - For the assignment of a single educational activity fees, a multiple-component program (multiple session/workshop/presentation and/or multiple day conference, convention, meeting, etc.) is considered one program; however the individual components that it consists of must be clearly defined as separate CE Activities, and be planned and documented in accordance with the Standards outlined in this document as if it were an independent, standalone activity.
- On-Demand Activity (i.e. Recorded Live Activities, Interactive Educational Courses, and other audio/visual materials that include an assessment demonstrating successful completion of the activity)

3.4: Faculty Selection and Qualifications

AP must select faculty with demonstrated expertise in the subject matter, and able to present it in a way that builds upon the educational level of a current CPRP and/or CFRP. Expertise may be demonstrated by any combination of academic achievement, teaching experience, years of relevant practice, authored publications, and referrals. Any activity providing CPRP or CFRP contact hours of continuing education must be planned and presented by at least one qualified instructor that meets *at least one* of the following criteria:

- Instructor is a current CPRP or CFRP and has successful experience as an instructor in the human services field.
- Instructor holds another license or certification in a mental health profession and a minimum of 5 years of experience working in psychiatric rehabilitation.
- Instructor has authored publications within the past five years on topics within the domain(s) being presented.

Standard #4: CE Programming

CE activities must be structured and educational, sponsored by an identifiable PRA Approved Provider, and planned and presented by qualified personnel as defined in Standard 3.4. Content must



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be grounded in an evidence-based approach, and include content that is credibly supported by current scientific evidence.

4.1: Program Content

For an educational activity to award CPRP and/or CFRP contact hours, its content must:

- Build upon the foundational knowledge of a current CPRP and/or CFRP
- Focus on one or more of the CPRP and/or CFRP Domains:
 - Domain I: Interpersonal Competencies
 - Domain II: Professional Role
 - Domain III: Community Integration
 - Domain IV: Assessment, Planning, and Outcomes
 - Domain V: Strategies for Facilitating Recovery
 - Domain VI: Systems Competencies
 - Domain VII: Supporting Health & Wellness
 - Domain VIII: Transition-Age Youth Services (CFRP Only)
- Describe the accuracy and utility of the materials being presented
- Be consistent with the principles and values of psychiatric rehabilitation, person-first language, and multi-cultural principles (see resource articles posted on PRA website for more details).
- Correspond with the stated learning objectives.

4.2: Full Disclosure Policy

In order to provide a sufficient basis for the interpreting of materials being presented, AP must ensure that faculty incorporate a “Full Disclosure” policy of:

- Informing participants of the limitations of content being provided
- Include contradictory evidence and its source
- Include any common or severe risks of practice being discussed
- Properly cite the evidence informing its content
- At the beginning of the activity, disclose:
 - any discussion off-label use of devices and/or drugs
 - any relevant potential conflict of interest, as defined by Standard 5.

4.3: Program Structure

Each educational activity awarding CPRP and/or CFRP contact hours must:

- Have a unique title. Repeat instances of the same activity during a single conference must add **(REPEAT)** at the end of the exact same session title in the program.
- APs are responsible for preventing the double-claiming of repeat or repurposed activities:
 - Participants may only receive contact hours for an activity once.



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- Participation is not cumulative; a participant may only be awarded contact hours corresponding with the measured minutes attendance at a single instance of an activity.
- Example – Presentation is presented on Day 1 and Day 2 of a conference:
 - A participant that attends the first 30 minutes of Presentation on Day 1 and the last 30 minutes of Presentation (REPEAT) on Day 2 may only be awarded 0.50 contact hours for their participation;
 - A participant that attends 30 minutes of Presentation on Day 1 and 45 minutes of Presentation (REPEAT) on Day 2 may be awarded 0.75 contact hours for their participation. The CE Certificate should only include contact hours for the instance in which their participation was greatest; their attendance in other instances may be listed, but with 0.00 contact hours.
- For live activities that are recorded and repurposed as on-demand activities, participants in the live activity may not be awarded contact hours for the on-demand version.
- Provide no less than 60, and more than 180 minutes of *contiguous* instructional time.
 - No CE activity (i.e. workshop) may span across a scheduled break. Instead, each contiguous segment must be tracked as a separate activity with a distinct title (i.e. Part 1 and Part 2) for the purpose of tracking attendance and assignment of contact hours. Though learning objectives may be consistent for such related activities, it is recommended that faculty plan content in a way that allows for at least some distinct learning objectives for each segment/activity.
- Clearly define learning objectives according to Standard 3.1-3.1.2
- Institute a system for verifying attendance:
 - For live activities, institute one of the following:
 - Paper sign-in form(s) containing title/date/location of the activity, with space for attendees to print and sign their name and email address.
 - For multiple-activity programs, a tracking form for participants containing their name and email, and a list of sessions with space for room monitors and/or program administrators to initial, or uniquely mark/stamp forms upon entry
 - An electronic method of tracking presence, such as badge scanners or RFID.

*Room monitors and/or program administrators must be prepared to adjust contact hours based on measured attendance (i.e. if a participant comes 15 minutes late, or leaves 15 minutes early, reduce total contact hours awarded on their certificate by 0.25). No partial contact hours may be awarded for less than 30 minutes of participation in an activity.

- Contact hours must be assigned in 0.25 increments, based on minutes of measured attendance:



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- 30-39 minutes: 0.50 contact hours
 - 40-51 minutes: 0.75 contact hours
 - 52-66 minutes: 1.00 contact hours
 - 67-81 minutes: 1.25 contact hours
 - 82-96 minutes: 1.50 contact hours
 - 97-111 minutes: 1.75 contact hours
 - 112-126 minutes: 2.00 contact hours
 - 127-141 minutes: 2.25 contact hours
 - 142-156 minutes: 2.50 contact hours
 - 157-171 minutes: 2.75 contact hours
 - 172-180 minutes: 3.00 contact hours
- For On-Demand activities, include a post-test for which passing is required in order to be assigned credit.
 - Include a post-test containing at least one question for every 10 minutes of instructional time
 - Require a passing score of at least 75%
 - Not include True/False questions
- Require completion of the following before providing CE certificates awarding contact hours:
 - Post-test (On-Demand activities only)
 - Evaluation of presenter (if more than one, evaluate each separately) with, *at minimum*, the following questions/elements:
 - Knowledge/Expertise of presented content
 - Delivery of content
 - Responsiveness to questions/comments
 - Use of technology
 - Balanced, Fair, and Free from Bias
 - Evaluation of Activity with, *at minimum*, the following questions/elements:
 - Achievement of each learning objective
 - Relevance to participant's education, experience, and/or licensure level
 - Contribution to learner's professional practice
 - Handouts/Visuals enhancement of learning experience
 - An open-ended written feedback response
 - General Evaluation (for multi-component programs such as conferences, conventions, meetings, etc.) with, *at minimum*, the following questions/elements:
 - Participant satisfaction with:
 - the overall program
 - educational content
 - quality of facilities



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- program administrators
- handouts and teaching aids
- the registration process
- ADA accommodation request instructions
- Achievement of each overall learning objective
- Perception of inappropriate commercial support or bias
- Relevance to participant's education, experience, and/or licensure level
- An open-ended written feedback response
- Provide an opportunity for interaction between presenters and participants *outside of instructional contact hours*. (live in-person and online activities only)
- Provide CPRP and/or CFRP CE Certificate(s) that award contact hours based on measured attendance as listed above, and follow the Certificate Guidelines defined in Standard 8, only after participants meet the required evaluation/post-test requirements listed above.

Standard #5: Conflicts of Interest and Standards for Commercial Support

APs must make all reasonable attempts to ensure that CE activities are fair, balanced, and free from commercial support. Sponsors must have a process to resolve all conflicts of interest and disclose all ***Relevant Relationships with a Commercial Interest*** for all individuals in a position to influence the content of an educational activity.

5.1: Definition of a Commercial Interest

PRA defines a ***Commercial Interest*** as any entity producing, marketing, re-selling, or distributing healthcare goods or services consumed by, or used on, patients; PRA *does not* consider the following to fall under the definition of a Commercial Interest: Academic Institutions, Liability or Health Insurance Providers, Hospitals, Rehabilitation Centers, Nursing Homes, Laboratories, Government organizations, or 501-C Nonprofit organizations that do not advocate for commercial interests, and non-healthcare-related companies.

5.2: Definition of a Relationship with a Commercial Interest

PRA defines a ***Relationship with a Commercial Interest*** as any *salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (stock, stock options; does not include mutual funds), or other financial benefit, work as an independent contractor, contracted research, consulting, promotional speaking and teaching, membership on advisory committees or review panels, board membership, and activities for which remuneration is received or expected* that benefits any individual in a position to influence the content of an educational activity - or their spouse partner - in any amount, within one year of the beginning of the activity's planning through activity's conclusion.



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5.3: Definition of a Relevant Relationship with a Commercial Interest

PRA defines a ***Relevant Relationship with a Commercial Interest*** as any relationship, as defined in Standard 6.2, that relates to the content of the educational activity, especially if discussion of products or services of that commercial interest takes place.

5.4: Disclosure Requirements

APs must ensure that faculty include a verbal disclosure and include a visual disclosure slide (as appropriate) of all ***Relevant Relationships with Commercial Interests*** at the beginning of the related CE Activity. APs should also advise participant of the potential biases inherent in accepting inducements that might affect the selection of texts, references, the use of particular tests, and/or sponsorship of educational activities.

5.5: Solicitation of Disclosures from Faculty and Other Individuals

APs must seek disclosure of any ***Relevant Relationships with a Commercial Interest***, by all individuals in a position to influence the content of an educational activity, prior to that individual being invited to participate in the planning or execution of the activity.

Standard #6: Promotional Materials and Advertisement

AP must ensure that promotional materials provide potential and actual program participants with accurate and complete information.

6.1: Promotional Materials

Sponsor must clearly make following information available to potential participants before registering for a CE Activity:

- All learning objectives (overall and/or activity-specific)
- A description of the target audience and level of instruction for each activity (beginning, intermediate, or advanced)
- The full program schedule
- All registration levels/rates and associated fees, including a clearly defined refund/cancellation/substitution policy
- A list of faculty and their relevant credentials, academic degree(s), current position and employer, and expertise in the content to be presented.
- The number of CPRP and/or CFRP contact hours available and related Focus Domain(s) for each activity.
- A clear indication of any activities listed in the program that do not offer CE credit.
- The maximum number of contact hours a participant may achieve through participation in the full program.



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- Any known commercial support for the program, and all identified relevant financial relationships with commercial interests, according to Standard 6.
- The correct CPRP and/or CFRP accreditation and designation statements, as defined in Standard 7.2-7.3.

6.2: CPRP Accreditation and Designation Statements

Approved Providers of CPRP contact hours must always include, when referencing their Approved Provider status or the assignment of contact hours to a CE Activity, the Accreditation and Designation statements, exactly as indicated below (bold text should be replaced with AP-specific information). Logo must be included next to Accreditation Statement (the first paragraph). When referencing AP status, but not assigning contact hours (i.e. when promoting your status as an AP on your website outside of a specific CE activity), the designation statement (the second paragraph) may be omitted:



[Approved Provider Name], provider #**[#####]**, is approved by Psychiatric Rehabilitation Association (PRA) to provide continuing education to Certified Psychiatric Rehabilitation Practitioners (CPRPs) and CPRP candidates. **[Approved Provider Name]** maintains responsibility for this program and its content.

This activity is approved for a maximum of **[X.XX]** contact hours of continuing education in psychiatric rehabilitation and recovery in the following CPRP Focus Domain(s): **[Focus Domain(s), separated by semicolon (;)]**. CPRPs and CPRP candidates should only claim credit commensurate with their participation in the activity.

6.3: CFRP Accreditation and Designation Statements

Approved Providers of CFRP contact hours must always include, when referencing their Approved Provider status or the assignment of contact hours to a CE Activity, the Accreditation and Designation statements, exactly as indicated below (bold text should be replaced with AP-specific information). Logo must be included next to Accreditation Statement (the first paragraph). When referencing AP status, but not assigning contact hours (i.e. when promoting your status as an AP on your website outside of a specific CE activity), the designation statement (the second paragraph) may be omitted:



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[Approved Provider Name], provider #[#####], is approved by Psychiatric Rehabilitation Association (PRA) to provide continuing education to Certified Child and Family Resiliency Practitioners (CFRPs) and CFRP candidates. [Approved Provider Name] maintains responsibility for this program and its content.

This activity is approved for a maximum of [X.XX] contact hours of continuing education in psychiatric rehabilitation and recovery in the following CFRP Focus Domain(s): [Focus Domain(s), separated by semicolon (;)]. CFRPs and CFRP candidates should only claim credit commensurate with their participation in the activity.

Standard #7: Reporting, Documentation and Certificate Delivery

Provider shall maintain accurate records, provide rosters and participant information to PRA for recording, and issue CE Certificates in compliance with PRA Standards.

7.1: Record Retention

AP must maintain thorough documentation records of the following elements of each CE Activity they conduct for a period of five (5) years after the conclusion of the event:

- Overall and/or Activity-Specific Learning Objectives
- Abstract or summary of content
- Attendance records including full name, address, and email address of participant
- Copies of all CE Certificates issued
 - During retention period, AP must be able to provide participants with, upon request, replacement CE Certificates, within a reasonable period of time.

7.2: Reporting to PRA

- After the conclusion of a CE Activity, AP must provide detailed attendance records within 60 days after the activity, or 90 days after a multi-component program (conference, convention, meeting, etc.).
- Attendance roster must be provided in Excel format, and contain the following columns of participant information (columns titles in bold with an asterisk must be populated for each participant, unless information is not available):
 - ***First Name**
 - Middle Initial
 - ***Last Name**
 - Personal Suffix (Jr., Sr., PhD, etc.)
 - Degree/Credentials (CPRP, CFRP, PhD, etc)
 - ***Phone Number**



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- ***E-Mail Address**
- PRA/CPRP ID (we highly recommend AP collect this information during registration)
- Address Line 1
- Address Line 2
- ***City**
- State
- Zip Code
- ***Country**
- ***Requirements Met?** (this column should indicate “YES” or “NO”, reflecting whether the participant met evaluation and post-test requirements, and were therefore awarded contact hours for their participation)
- If a multi-component program, multiple rows should be provided for participants that attended multiple activities, and the following columns should be added:
 - ***Activity Title**
 - ***Activity Date**
 - ***Activity Start Time**
 - ***Activity End Time**
- If an AP provides on-demand activities such as online courses, they should provide a quarterly participation roster (combined if multiple on-demand activities are provided), one row should be provided for each participation of an individual in each activity, and the following columns should be added:
 - ***Activity Title**
 - ***Completion Date**
- *A column for each CE type offered for the program (based on the AP's approval to provide the CE Type):*
 - ***CPRP Contact Hours Awarded**
 - ***CFRP Contact Hours Awarded**

7.3: CE Certificate Requirements

It is important that CE Certificates maintain a degree of consistency, as well as thorough documentation of the learner's participation in the educational activity. All participants in a CE Activity must be provided CPRP and/or CFRP CE Certificates within 30 days of the conclusion of the activity that contains the following (please note: separate CPRP and CFRP certificates must be provided if multiple credit types are approved for the program/activity):

- Approved Provider Name and Logo
- Participant Full Name with Designation
- Title of Program/Activity
- Date(s) of Activity



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- Location of Activity (or indication that it was an online activity)
- Total CPRP and/or CFRP contact hours awarded
- For multi-component programs, a list of each activity attended, including the Date, Title, and contact hours earned.
- Signature and Typed Full Name and Title of AP Program Director
- Accreditation and Designation Statements
- AP Address
- AP Contact Number and/or Email Address

By signing below, I confirm that I have read and understand the PRA Standards of Continuing Education outlined in this document, and commit to my organization's adherence in its conduct as a PRA Approved Provider of Continuing Education.

Printed Name of Designated Primary Contact

Printed Name of Designated Primary Contact

Signature (an electronic signature is acceptable)

Date