



Framework for Continuing Education Requirements

Emerging Consensus from the 2017 Community Voice Gatherings and CPS Summit

Applications for CE Approval - can be submitted by presenter(s) or learner(s)

1. Presenter/Leader/Facilitator(s) shares their own personal “lived” experience.
2. Learning activity is recovery focused and assumes “recovery is real!”
3. Learning activity is relevant to the following CPS core competencies:
 - a) Peer Support - building mutual relationships one-to-one and in groups.
 - b) “In” but not “Of” the system - supporting people to exit the mental health system.
 - c) Change Agent - bringing recovery values to the mental health system.
4. This activity helps learners practice and understand the CPS Code of Ethics.
5. This activity expands and promotes one or more of the following:
 - a) Competencies from the CPS curriculum
 - b) Skills and knowledge base beyond the CPS curriculum
 - c) Trauma sensitive practices and environments
 - d) Peer support within diverse communities
 - e) Peer support in substance use and addiction recovery
 - f) Group facilitation, collaboration and learning
 - g) Self-care
6. Document that learning objectives were met - written, performance, visual and self-study evaluation formats are welcome.

Framework/Context for Learning Activity

- Training, workshop, class, conference
- Online and in-person
- Production of written or other useful content
- Individuals may also submit proposals for non-traditional learning experiences

Implementation of CE System

- a) Create CEU Oversight Board voted on by all CPSs responsible for the following:
 - Make policy recommendations
 - Seek out and receive feedback from CPS community
 - Review finances and other operational processes
 - Clarify areas of uncertainty or evolving standards
 - Review appeals of CEU applications
- b) The Transformation Center staff processes applications and tracks data