



IPGGC CONTINUING EDUCATION TRAINING PROGRAM INITIAL AND RENEWAL APPLICATION

Thank you for your interest in providing training programs and continuing education for the International Problem Gambling and Gaming Certification Organization (IPGGC) certifications and certificates. The Board reviews and approves training program applications for all of our certifications and certificates. Our certifications and certificates require in-depth educational content to uphold the highest standards for professionals in the gaming and gambling disorder fields. The purpose of requesting approval is to ensure the training programs provide educational content that matches our educational training outlines. By seeking approval, your training program will be IPGGC certified and professionals can attend your trainings with confidence as they pursue or continue to maintain their certifications.

We will review all training programs, not individual providers, to determine the following:

1. The contents of the program correspond with our required educational outline
2. The presenter/trainer has sufficient knowledge and expertise in the topics being taught
3. The training uses up-to-date research and other evidence-based information that promotes competency in the fields of gaming and gambling disorders
4. The training program meets adult learning instructional design
5. Quizzes and/or Post Tests evaluate the individual attendees' mastery of knowledge
6. Homework or other assignments further the knowledge to application for the individual attendees
7. And the training programs increase the number of professionals learning about or pursuing certification in the fields of gaming and gambling disorders

The approval covers the training program for 12-months after the approval date. All approved training programs will be listed on the IPGGC website with a link to the Organization/Presenter website for more information and registration. IPGGC is not responsible for answering questions related to any training programs.

Included in the application pack are the application form, fee schedule, and educational crosswalk form that corresponds with each certification. Please allow 4-6 weeks for the IPGGC to process your application. Email training@IPGGC.org with any questions.

Sincerely,
IPGGC Training Approval Committee

Introduction

Thank you for your interest in providing training programs that support the IPGGC training requirements for its certifications and certificates. The IPGGC reviews and approves all types of training programs that meet our requirements for Continuing Education (CE). The purpose of this approval process is to maintain a high standard of training quality, across the globe, that promotes the most up-to-date and evidence-based information to all attendees and members.

We charge by the CE Hour depending on your membership (ICGC, IGDC, BACC) with the IPGGC. \$10 for non-members and \$7 for members. *For example: Level 1 30-hour course is \$210 when trainer is ICGC or \$300 when trainer is not IPGGC certified.* There will be an opportunity of 2 renewals with one initial application before needing to reapply (every 3 years).

Training Approval Requirements (Summary)

Please submit the following for review/approval:

- Course Title
- Course Description
- Presenter(s) Names and credentials
- Presenter(s) CV
- Language format (English, French, etc.)
- Course Length (1+, 15, 30, or 60 hours)
- Designated Certification or Certificate (ICGC, IGDC, Clergy)
- Training Objectives and Learning Outcomes
- Training Features
 - Video
 - Slides
 - Quizzes
 - Case formulation
 - Synchronous / Asynchronous (Instructor-led or Self-paced)
 - Homework and/or other project-based learning
- Completed Crosswalk to Training Outline for the certification or certificate
- Any other features or services provided (Study group, BACC meetings, etc.)
- Platform used for the course, if applicable
 - Examples include: Zoom, Thinkific, Teachable, Canvas
- Post-Test
- Course Evaluation that includes instructor evaluation and content evaluation

**IPGGC CONTINUING EDUCATION TRAINING PROGRAM
INITIAL AND RENEWAL APPLICATION**

APPLICANT INFORMATION		
Contact Name:		
Are you applying as the Trainer/Presenter?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you applying on behalf of the Trainer/Presenter?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Job Title:	Email:	
Phone:	<input type="checkbox"/> Work <input type="checkbox"/> Cell	
Is the Presenter a member of IPGGC? <input type="checkbox"/> Yes <input type="checkbox"/> No	What certifications does the presenter have?	<input type="checkbox"/> ICGC-I <input type="checkbox"/> ICGC-II <input type="checkbox"/> BACC <input type="checkbox"/> IGDC
ORGANIZATION INFORMATION		
Organization Name:		Website:
Address:		
City/Town:	State/Province:	Zip:
Country:		
TRAINING INFORMATION		
Course Title:		
Brief Course Description:		
Is this training:	<input type="checkbox"/> Initial Application	<input type="checkbox"/> Renewal Application
<input type="checkbox"/> Virtual (online/webinar)	Start Date:	Platform/Software:
<input type="checkbox"/> In-Person	Training Date(s):	Location:
Frequency of the training:	<input type="checkbox"/> One-Time	<input type="checkbox"/> Recurring

Training for designated Certification or Certificate:		
<input type="checkbox"/> IGDC (Gaming)		
Total hours/CEs:	or	<input type="checkbox"/> 15
REQUIRED PRESENTATION MATERIALS		
<i>Please provide documentation from the following list in a separate document:</i>		
<input type="checkbox"/> Presenter(s) CV or Resume		
<input type="checkbox"/> Training Title and Description including educational offering (workshop, conference, webinar, etc.)		
<input type="checkbox"/> Training Objectives and Learning Outcomes		
<i>Training Features:</i>	<input type="checkbox"/> Video, slides <input type="checkbox"/> Quizzes <input type="checkbox"/> Case formulation and presentation <input type="checkbox"/> Homework and other project based learning	Virtual Only: <input type="checkbox"/> Synchronous (Instructor-Led) <input type="checkbox"/> Asynchronous (Self-Paced)
Virtual Only:	You will need to provide a guest account/login to the course for verification	
If virtual, please provide a link to log into the course:		
<input type="checkbox"/> Completed Educational Crosswalk Form (see Education Crosswalk form)		
Language:	<input type="checkbox"/> English	Other:
<input type="checkbox"/> Post-Test <input type="checkbox"/> Course Evaluation that includes instructor evaluation and content evaluation		
TRAINING PROGRAM AGREEMENT		
<i>Please initial each statement indicating that you are in agreement:</i>		
I/We agree to follow the IPGGC educational training outline in our program		
I/We agree to promote the importance of IPGGC certifications and certificates in the problem gaming and gambling fields.		
I/We agree to utilize trainers and presenters whose credentials and qualifications demonstrate expertise and knowledge in gaming and gambling disorders		

I/We agree that our trainers possess work experience that make them relevant to the topics they are presenting

By initialing the statement above, and signing below, we agree to provide educational programming that upholds the IPGGC criteria for meeting the educational requirements of designated certificates and certifications.

Electronic Signature:	Title:
Print Name:	Date:

IPGGC CONTINUING EDUCATION TRAINING PROGRAM

APPLICATION FEE (choose one)

<input type="checkbox"/> \$7/CE x hours (7 x 30 hours = \$210)	IPGGC Certified Professional
<input type="checkbox"/> \$10/CE x hours (10 x 30 hours = \$300)	Non-IPGGC Professional

Total: amount included

PAYMENT

Please provide name of authorized person that can pay invoice by debit/credit card. Invoice will be emailed to authorized person.

Authorized Person:

Email:

Electronic Signature:	Date:
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International Gaming Disorder Training Outline (IGDC) (15 hours)

Course Name:

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
1) <u>Basic Knowledge of Problem and Disordered Gaming</u>	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
A) Introduction to Gaming	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) What are digital games?	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Game types	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Gaming history	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
4) Gaming industry	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
5) Gaming design	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
6) Gaming innovations	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
B) Definitions of Gaming Disorder	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) World Health Organizations	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) DSM-5	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Defining addiction	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
4) Relationship to Gambling	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
5) Distinction from Substance Use Disorders	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
6) Distinction within Behavioral Process Disorders	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Other
C) Problematic & Disordered Gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) Terminology		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Etiology and Progression of the Disorder		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Prevalence of gaming problems		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
4) Risk factors		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(a) Individual differences		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(b) External factors		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(c) Gaming-related factors		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Videos <input type="checkbox"/> Other
5) Profiles of problem gamers		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
D) Cognitive Features of Gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) Human-game interaction		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Differentiation and similarity with gambling		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Attitudes toward gaming, play and digital spaces		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
4) Interpersonal and intrapersonal conflict		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
5) Meaning, purpose and role of Gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
6) Psycho Spiritual Implications of Gaming		<input type="checkbox"/> Powerpoint

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
7) Transference and Countertransference		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
8) Digital Bias		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
9) Irrational Thinking/Cognitive Distortions		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
10) Cultural Beliefs and Attitudes		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
11) Family system structural implications		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) <u>Gaming Counseling Practice</u>		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
A) Skills for Gaming Counselling		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
1) Engaging and motivating clients with Gaming Disorder		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Therapeutic Alliance		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Appropriate Language		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
4) Motivational Interviewing and Enhancement strategies		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
5) Client and family psycho-education		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
6) Family/concerned others intervention		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
7) Digital Use Management Issues		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(a) Types of digital use		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Other
(b) Digital Boundaries		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(c) Quantity and quality of digital use		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(d) Top and bottom lines of digital use		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
B) Relationship to Substance Use Disorder, Gambling and Mental Health		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) Integration of problem gaming into substance use disorder and mental health treatment		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Impact of gaming on recovery from substance use and mental health disorders		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Impact of substance use and mental health disorders on problem gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) <u>Case Formulation</u>	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Videos <input type="checkbox"/> Other
A) Core Psychopathology		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
B) Gaming Disorder Models		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
C) Case Formulation Framework		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
D) Screening and assessment		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) Internet Gaming Disorder DSM-5 IGD criteria		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Gaming Disorder WHO ICD-11		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Hazardous gaming - WHO ICD-11		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
4) Assessment of gaming pattern and associated problems		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(a) Screening: Choosing the right tools		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(b) Problems with screening		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(c) Frequency of gaming behavior		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(d) Context of gaming and types of games		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(e) Beliefs about games		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(f) Motive for gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(g) Activities that support gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Other
(h) Financial expenditure on games		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(i) Social circumstance of gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(j) Family support or other issues		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(k) Education or employment issues		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
(l) Health problems and psychological problems/comorbidity		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
E) Developmental profile		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
F) Reasons for seeking treatment		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
G) Gaming Functions	_____	<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Videos <input type="checkbox"/> Other
1) Control		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Achievement		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
3) Safety/escape		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
4) Role avoidance		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
H) Interpersonal functions of gaming		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
1) Social distinction		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
2) Safe communication		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
I) Clinical case examples		<input type="checkbox"/> Powerpoint

Educational Topic	Location in the Training (PowerPoint, Exercise, Quiz, Video, etc.)	Additional Comments
		<input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
J) Treatment goals and expectations		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
K) Referral Resources and case management		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other

NOTE: 100% of this outline needs to be met if submitting for the entire 15 program hours