Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Understanding ADHD in Children: Assessment, Executive Function, and School-Based Supports
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Format	Online independent study with embedded active-learning activities and a final assessment
Audience / level	Practicing school psychologists; difficulty index 4 (difficult)
CPD credits awarded	2.0
Revision	Revised October 24, 2026 to reflect the course as built. Supersedes the earlier design-specification estimate.

Method

Estimated completion time was calculated with the Mergener formula for self-study continuing education:

Minutes = 0.9 × [−22.3 + (0.00209 × words) + (2.78 × questions) + (15.5 × difficulty)]

Inputs (measured from the published course)

Component	Instructional words	Learner-response items
Lesson 1: Understanding ADHD and Its Impact on School Functioning	1,798	5 (2 case decisions, 3 matching items)
Lesson 2: Assessment and Differential Considerations in ADHD	2,144	5 (2 case decisions, 3 matching items)
Lesson 3: Evaluating School-Based Intervention Outcomes for ADHD	2,477	5 (2 data/case decisions, 3 matching items)
Lesson 4: Applying Research to School-Based Support Planning	716	1 (written applied case analysis)
Final assessment (16 multiple-choice items, 80% to pass)	not counted as reading	16
Total	**7,135**	**32**

Difficulty index: 4. The course requires interpretation of meta-analytic statistics (effect sizes, confidence intervals, heterogeneity, moderator analyses) and integration of research with individual assessment data.

Calculation

Term	Value
Constant	–22.30
0.00209 × 7,135 words	14.91
2.78 × 32 questions	88.96
15.5 × difficulty 4	62.00
Sum	143.57
× 0.9 = estimated minutes	129.2 minutes
Estimated hours	2.15 hours

Result

The Mergener estimate is **2.15 hours**. The course awards **2.0 CPD credits**, rounded down to the nearest half hour so that credit does not exceed estimated learner time.

Counting notes

• Instructional words were counted from the published lesson content: lesson introductions, objectives, reading guidance, instructional sections, case scenarios, activity prompts and options, applied practice examples, and key takeaways.

• Navigation, buttons, progress indicators, section titles repeated in the interface, headers, footers, and menus were excluded.

• Each learner-response item is counted once in the question term and is not also counted as reading.

• Required reading: Yegencik, B., Bell, B. T., & Deniz, E. (2025). School-based randomized controlled trials for ADHD and accompanying impairments: A systematic review and meta-analysis. *Frontiers in Psychology, 16*, 1611145. Assigned sections: pp. 1–7, 15–19, and 19–25. To keep the estimate conservative, the article's words are **not** included in the word count; time spent reading it is additional to the estimate above.

Prepared for Child & School Psychology CE records. Counts were taken from the live course on October 24, 2026.