Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	CBT for Anxiety in Children and Adolescents: Applications in School Settings
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 3 (moderately 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 anxiety and developing a psychological case formulation	2,046	8 (5 classification items, 3 case decisions)
Lesson 2: Cognitive strategies, exposure, and reducing avoidance	2,733	10 (9 sequencing/classification items, 1 case decision)
Lesson 3: Adapting intervention to developmental needs and school settings	2,841	8 (5 classification items, 2 case decisions, 1 multi-select check)
Lesson 4: Applying CBT principles to cases and monitoring progress	2,867	3 (2 case decisions, 1 multi-select check)
Case study (written response with AI feedback)	283	1
Final assessment (16 multiple-choice items, 80% to pass)	not counted as reading	16
Total	**10,770**	**46**

Difficulty index: 3. The course requires applying CBT principles (case formulation, cognitive strategies, graduated exposure, and progress monitoring) to school-based cases. A conservative value was used.

Calculation

Term	Value
Constant	–22.30
0.00209 × 10,770 words	22.51
2.78 × 46 questions	127.88
15.5 × difficulty 3	46.50
Sum	174.59
× 0.9 = estimated minutes	157.1 minutes
Estimated hours	2.62 hours

Result

The Mergener estimate is **2.62 hours**. The course awards **2.0 CPD credits**, which is below the estimate, so 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, the case study, 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: Kendall and colleagues (2023), “Adapting CBT for youth anxiety: Flexibility, within fidelity, in different settings,” *Frontiers in Psychiatry* (open access). 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.