Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Executive Functioning in Neurodevelopmental Conditions
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: Executive Function Domains and Neurodevelopmental Differences	2,948	8 (6 classification items, 1 multi-select check, 1 written response)
Lesson 2: Executive Functioning Across ADHD, Autism, and Learning Disorders	3,403	9 (6 interpretation items, 3 case decisions)
Lesson 3: Executive Function Assessment: Limitations and Interpretation	3,448	9 (7 matching items, 1 multi-select check, 1 written response)
Lesson 4: School-Based Consultation and Intervention Implications	877	0 (applied case study and reflection; not scored)
Final assessment (16 multiple-choice items, 80% to pass)	not counted as reading	16
Total	**10,676**	**42**

Difficulty index: 4. The course requires interpretation of meta-analytic statistics (effect sizes, confidence intervals, heterogeneity, moderator analyses) and translation of group-level findings into individualized assessment and consultation decisions.

Calculation

Term	Value
Constant	–22.30
0.00209 × 10,676 words	22.31
2.78 × 42 questions	116.76
15.5 × difficulty 4	62.00
Sum	178.77
× 0.9 = estimated minutes	160.9 minutes
Estimated hours	2.68 hours

Result

The Mergener estimate is **2.68 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 final 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: Sadozai et al. (2024), open-access systematic review and meta-analysis, *Nature Human Behaviour*, doi:10.1038/s41562-024-02000-9. 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.