Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Ethical and Legal Issues in School-Based Psychological Assessment: Principles and Applied Decision-Making
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: Ethical Foundations of School-Based Psychological Assessment	1,353	4 (3 classification items, 1 multi-select check)
Lesson 2: Informed Consent, Confidentiality, and Student Rights	1,580	6 (case classification items)
Lesson 3: Ethical Test Selection, Administration, and Interpretation	1,556	6 (case classification items)
Lesson 4: Applied Ethical Decision-Making: School-Based Case Studies	1,028	3 (written case analyses with AI feedback)
Final assessment (16 multiple-choice items, 80% to pass)	not counted as reading	16
Total	**5,517**	**35**

Difficulty index: 4. The course requires applying professional ethics codes, legal requirements, and psychometric standards to complex, ambiguous assessment cases and justifying decisions in writing.

Calculation

Term	Value
Constant	–22.30
0.00209 × 5,517 words	11.53
2.78 × 35 questions	97.30
15.5 × difficulty 4	62.00
Sum	148.53
× 0.9 = estimated minutes	133.7 minutes
Estimated hours	2.23 hours

Result

The Mergener estimate is **2.23 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, case studies, 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.

• This is a primarily reading-based course. To keep the estimate conservative, the guided readings assigned within the lessons are **not** included in the word count; time spent on them is additional to the estimate above.

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