Credit Hour Determination (Mergener Formula)

Child & School Psychology CE · NASP Approved Provider #1152

Course	Building Comprehensive School Mental Health Systems: A Guide for Psychologists
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Format	Online independent study with assigned reading, embedded active-learning activities, and a final assessment
Audience / level	Practicing school psychologists; difficulty index 4 (difficult)
CPD credits awarded	5.0
Revision	Revised October 24, 2026 to reflect the course as built, including six final-assessment items added on this date. Supersedes the earlier determination.

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: Foundations of Comprehensive School Mental Health	2,657	7
Lesson 2: Multi-Tiered Mental Health Supports	2,436	9
Lesson 3: Prevention and Early Identification	3,058	6
Lesson 4: Intensive and Individualized Supports	1,876	6
Lesson 5: School, Family, and Community Partnerships	2,227	6
Lesson 6: Equity, Access, and Data-Based Improvement	2,260	6
Lesson 7: The Psychologist's Role in School Mental Health Systems	2,597	6
Assigned reading: CDC (2023) action guide, printed pages assigned within Lessons 1–7 (estimated)	18,660	—
Final assessment (36 multiple-choice items, 80% to pass)	not counted as reading	36
Total	**35,771**	**82**

Difficulty index: 4. The course requires integrating multi-tiered systems design, screening and data-based decision-making, equity analysis, and professional role planning across complex school and district scenarios.

Calculation

Term	Value
Constant	–22.30
0.00209 × 35,771 words	74.76
2.78 × 82 questions	227.96
15.5 × difficulty 4	62.00
Sum	342.42
× 0.9 = estimated minutes	308.2 minutes
Estimated hours	5.14 hours

Result

The Mergener estimate is **5.14 hours**. The course awards **5.0 continuing education hours**, which does not exceed the 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 (classification items, case decisions, multi-select checks, and one written response with AI feedback per lesson) is counted once in the question term and is not also counted as reading.

• Assigned reading: Centers for Disease Control and Prevention. (2023). *Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders.* Each lesson assigns specific printed pages (Lesson 1: pp. 8–14; Lesson 2: pp. 11–12, 19–20, 22–24; Lesson 3: pp. 12, 16–18, 22–24; Lesson 4: pp. 22–25, 27–29; Lesson 5: pp. 12–13, 17–18, 25–26; Lesson 7: pp. 11–14, 23–26, 30–34). Reading words were estimated from the guide’s text for each assigned range; pages assigned in more than one lesson are counted each time they are assigned, because learners are directed to re-read them for a new purpose.

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