

Determination of Credit Hours

Mergener Formula Documentation

Course	Understanding ADHD in Children: Assessment, Executive Function, and School-Based Supports
Provider	Child & School Psychology CE
Instructor	Jaime Flowers, Ph.D., NCSP, LEP, BCBA
Delivery Format	Online independent study / home study with active learning
Credit Awarded	2.0 continuing education hours

Purpose

This record documents the established instructional design and the method used to determine the continuing education credit for this text-based independent-study course. The course will be built to the counts and difficulty level specified below. Credit is based on estimated learner completion time using the Mergener formula rather than the number of lessons alone.

Course Components

- Four instructional lessons addressing school-related ADHD difficulties; assessment and differential considerations; interpreting school-based intervention research; and applied intervention planning.
- Required professional reading: School-based randomized controlled trials for ADHD and accompanying impairments: A systematic review and meta-analysis (2025), open access at <https://pmc.ncbi.nlm.nih.gov/articles/PMC12318974/>.
- Eighteen embedded learner-response items distributed across interactive case interpretations, research appraisal, data interpretation, and school-based intervention decisions.
- A 12-item final assessment evaluating interpretation and application of course content.
- Instructional content and assigned professional reading totaling 7,000 counted words.

Mergener Formula

Minutes = $0.9 \times [-22.3 + (0.00209 \times \text{words}) + (2.78 \times \text{questions}) + (15.5 \times \text{difficulty})]$

Difficulty Classification

This course is classified at difficulty level 4 (Difficult). It is designed for practicing psychologists working in schools and requires analysis of published research, interpretation of school-based outcomes, application of differential assessment considerations, and selection of defensible interventions and progress-monitoring strategies.

Calculation Record

Instructional words	7,000	Required research reading and substantive instructional text, including applied scenarios and explanations. Navigation and repeated interface text are excluded.
Assessment / learner-response items	30	18 embedded learner-response items across four lessons, plus the 12-item final assessment.
Difficulty	4	Difficult; research interpretation, assessment reasoning, intervention selection, and professional decision-making.

**Calculation: $0.9 \times [-22.3 + (0.00209 \times 7,000) + (2.78 \times 30) + (15.5 \times 4)]$
= 123.957 minutes = 2.066 hours**

CREDIT AWARDED: 2.0 CE HOURS

The two-hour award is rounded down from the Mergener estimate of approximately 2.07 hours.

Counting Rules Used

- The assigned research article is counted only once even if linked or discussed in multiple lessons.
- Substantive lesson text, case scenarios, evidence interpretation, and applied directions are included in the instructional word count.
- The 18 embedded learner-response items and 12 final-assessment questions are counted in the question component of the formula; they are not counted again as reading time.
- Navigation, repeated headers and footers, website menus, and noninstructional interface content are excluded.
- The awarded 2.0 hours do not round the calculated estimate upward.

Prepared for: Child & School Psychology CE
Course Instructor: Jaime Flowers, Ph.D., NCSP, LEP, BCBA