

POLICIES AND PROCEDURES FOR TRAINING EVENTS DURING THE ANNUAL INTERNATIONAL CONFERENCE ON ADHD

PARTICIPANTS- CONTINUING EDUCATION

Instructions for Continuing Education Credits

To receive continuing education credit, please follow the procedures below:

1. Register for credits (CE, CEU, CME, CCE) online [here](#)
2. Cost:
 - **ADHD Professional Institutes (API):** \$170.00 until August 31, 2020 (Eastern). Starting September 1, 2020 (Eastern) rates will increase to \$190.00. CHADD is offering a \$60.00 discount for members of ACO, ADDA, and CHADD. Contact your member organization for discount promo codes.
 - **Continuing Educational Credits:** \$75.00 each category
3. At the beginning of each session the trainer will provide an overview of the training including an explanation of the learning objectives and the requirements to earn the continuing education (CEU/CE/CME/CCE).
4. After attending each training event, complete the Continuing Education Program Evaluation Form in your e-packet. Please complete your name, social security number, state in which you are licensed, your license number, and professional discipline (physician, educator, pharmacist, nurse, etc.). Only one Program Evaluation Form will be accepted per time slot. Program Evaluation Forms will be accepted up to 2 days after the end of the presentation. Please submit to [Hermoine Wellman@chadd.org](mailto:Hermoine.Wellman@chadd.org).
5. All attendees are asked to complete a general Conference evaluation, as well. Both types of evaluations must be completed in order to receive continuing education credit. The session-specific evaluation does ask questions pertaining to the session so it might be helpful to take session notes. Be sure to attend each session in its entirety as the evaluation includes an attestation statement, indicating attendance for the entire session.
6. After attending all your training events, complete the Master Continuing Education Reporting Form found in your e-package, sign and return to [Hermoine Wellman@chadd.org](mailto:Hermoine.Wellman@chadd.org) with 3 days after the end of the Conference. Complete the second copy and retain for your records.
7. In addition to your session registration form and evaluation form, you will be sent an exam to take in order to obtain CEUs/CEs from the training session(s). You have 2 days to submit your exam from the date you receive the e-exam. In order to receive your CEU/CE, you will need to answer 70% or higher questions correctly. You will be notified of your exam score within 5 days after you submit your exam. (You will have two chances to take the exam. You will be notified by CHADD's Education Manager if you need to retake the exam_

8. CHADD's Education Manager will review all participant applications, evaluations, and exams for continuing education, if a participant is missing any information in order to obtain CEU/CE/CME/CCEs, the participant will be notified and provided more time to complete the missing material(s.)
9. Certifications will be mailed and emailed to the address indicated on the evaluation approximately 3-4 weeks from the conclusion of the conference. You may request a copy of your transcript as well by contacting Hermoine_Wellman@chadd.org

CONTINUING CREDIT INFORMATION

Available Credit Types

The CHADD conference provides continuing education training events for Mental Health Professionals (Psychologists, Social Workers, Counselors, Therapists), Educators, Physicians, Nurses, Life Coaches, and Speech Pathologists. The following continuing education credits are provided:

- Continuing Medical Education credits (**CMEs**) for Medical Professionals
- Continuing Education credits (**CEs**) for Mental Health Professionals
- Continuing Education Units (**CEUs**) for Educators and School Administrators
- Continuing Education credits(**CCEs**) for Coaches

If you are interested in receiving continuing education credits, please note below those sessions that provide credits and make sure to register for your credits separately on the registration form.



CME Accreditation Statement

Learning sessions during the Conference that provide CME's has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the Joint Sponsorship of the University of Massachusetts Medical School and Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). The University of Massachusetts Medical School is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Designation Statement

The University of Massachusetts Medical School designates this activity for a maximum of 19.5 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

This program meets the requirements for 24.9 contact hours for nurses as specified by the Massachusetts Board of Registration in nursing (244-CMR 5.04). Each nurse should claim only those hours of credit that he/she actually spent in the activity. (Nursing receives more credit than physicians; they are based on a 50 min hour not 60.)

The following sessions are in the pending approval for Continuing Medical Education (CME) credits:

Thursday, November 5: 1F, 1G, 1B, 3A, 3D, 4C, 4D, 4F,4G, 5B, 5C, 5D
Friday, November 6: FA04, FD05
Saturday, November 7:

Other professionals will be eligible for 20.75 continuing education hours from the University of Massachusetts Medical School.

Please check the CHADD website for updates on CE approvals.



Coaches attending approved sessions will receive a completion certificates which can be used toward International Coaching Federation (ICF) or Institute for Advancement of ADHD Coaching (IAAC) credentialing. You must attend training sessions designated and approved for coaches to receive coaching certificates.

Coaches may earn up to 12 continuing education units (pending confirmation).

The following sessions have been approved for coaching certificates:

Thursday, November 5: 2B, 3B, 3C, 5A, 5B
Friday, November 6: FA01, FA03, FB03, FC01, FC03
Saturday, November 7: SA04, SB01, SC03



CHADD is accredited by the International Association for Continuing Education and Training (IACET). CHADD complies with the ANSI/IACET Standard, which is recognized internationally as a standard of excellence in instructional practices. As an IACET

Accredited Provider, CHADD offers CEUs for its programs that qualify under the ANSI/IACET Standard.

All learning sessions that provide CEs/CEUs at the 2020 Annual International Conference on ADHD have been approved for CEs/CEUs.

One course hour (50 minutes) = .1 CEU. (3 contact hour program = .3 CEU). To earn credits, you must attend the entire session; complete the evaluation, and answer session specific questions (test at 70% passing score). Once reviewed and confirmed, an official CEU certificate will be forwarded to you within four – 5 weeks from the conclusion of the session.

Thursday, November 5:	1F, 1G, 1B, 2A, 2B, 3A, 3D, 4B, 4C, 4D, 4F, 4G
Friday, November 6:	FA02, FA04, FB01, FB02, FB04, FB05, FC04, FC05, FD04, FD05
Saturday, November 7:	SA01, SA02, SB04, SB05, SC03, SC04, SC05, SC06, SD02, Sd04, Sd05

LEARNER/PARTICIPANT PRIVACY POLICY

Your privacy is important to CHADD. CHADD’s privacy policy covers privacy practices in regard to “Personally Identifiable Information” (as defined below) that is transmitted electronically to or collected via the web, telephone, mail and other sources:

- How we collect and use Personally Identifiable Information.
- With whom we may share Personally Identifiable Information.
- The choices available to you, as a learner, regarding collection, use and sharing of Personally Identifiable Information.
- The security procedures in place for Personally Identifiable Information under our control.

By visiting CHADD’s website, and/or using our training services, you are affirming agreement with and consenting to be bound by the terms of this Privacy Policy as they may be amended from time to time. As CHADD updates and expands its training programs and services, this Privacy Policy may change, so check back to this page from time to time.

Collection and Use

We do not collect any Personally Identifiable Information from you except when you expressly volunteer the information. This includes when you:

- Register for a learning event or purchase or download a product or service, whether on CHADD’s website or on our learning event registration site which is maintained by an outside vendor.
- Request information (electronically) about products and services or subscribe to CHADD’s newsletters.

- Use or participate in various services or features made available on CHADD’s website (including, for example and without limitation, blogs and other user communities).
- Use various tools to select products and services that are suitable for your website visit.
- Request contact with, or respond to requests from, CHADD’s staff.
- Provide comments, questions or feedback about products and services.

“Personally Identifiable Information” includes, for example, your name; home or business address; e-mail address; telephone, wireless and/or fax number; short message service or text message address or other wireless device address; instant messaging address; credit card and other payment information; employment information and work experience; demographic information and/or other information that may identify you as an individual or allow online or offline contact with you as an individual. Additional information that is protected under this privacy policy and will only be shared directly with you includes:

- Courses for which you are currently registered
- Courses you have attended, dates and durations, and CEU/CE, CME, CCE awarded

CHADD does not sell, share, or rent Personally Identifiable Information other than as disclosed below in the “Sharing Personally Identifiable Information” section of this Privacy Policy.

CHADD does not sell, share with or rent to others e-mail addresses solely for the purpose of third party marketing, other than as disclosed below in the “Sharing Personally Identifiable Information” section of this Privacy Policy, but we may include third party materials within e-mails that we may send to you.

Among other things, we may use your Personally Identifiable Information to respond to your requests and inquiries and to provide you with the services and features offered on or through the website. We may also use your Personally Identifiable Information to communicate timely information (for example, in the form of e-mails, mailings and the like) about products, services, and events, sponsored by us and others, that we think might interest you.

If you register for a continuing education or training event or pay for products and services using a credit card, Personally Identifiable Information (such as your name and shipping address) and financial information (such as your credit card number and expiration date) may be required. This information may be used for billing purposes and to fill orders. If CHADD has trouble processing an order, this contact information may be used to get in touch with you. Personal Identifiable Information also may be collected when you apply register for a learning event sponsored by CHADD. In these cases, Personally Identifiable Information is used only for the purpose of processing and evaluating the application or registration.

The Personally Identifiable Information you give us via CHADD’s website or learning event registration site and information about your transaction may be combined with other Personally Identifiable Information (such as demographic information) available from our records and other sources. This information may be used to make our future marketing efforts more efficient and will help us to improve the operations and maintenance of our website.

Sharing personally identifiable information

CHADD does not sell, share or rent any Personally Identifiable Information collected electronically through its website or learning event registration site, except when the law requires a disclosure of information.

CHADD uses the services of an outside vendor for online registration for CHADD educational events, and for storage of data associated with those educational events and participants. This includes names, addresses, telephone numbers, and e-mail addresses. CHADD's registration services vendor is contractually obligated to maintain in confidence and not disclose or distribute confidential information. Furthermore, the vendor has agreed not to retain or use any confidential information beyond termination of its agreement with CHADD, and will, upon termination of the agreement with CHADD, promptly return any and all copies of such information to CHADD and sign an affidavit that all such data has been returned.

Notification of Changes

If CHADD decides to change its Privacy Policy, CHADD will post those changes in the Privacy Policy section accessible from the home page of the Training/Conference website so that you are always aware of what information we collect, how we use it, and under what circumstances, if any, we disclose it. Any changes or updates will be effective when posted. Under certain circumstances, CHADD may also elect to notify you of changes or updates to its Privacy Policy by additional means, such as sending you an e-mail.

Problems

If you believe that there has been a violation of this Privacy Policy as it applies to your participation in CHADD educational events, please contact our COO at [April Gower@chadd.org](mailto:April.Gower@chadd.org). We will investigate and take appropriate action and report back to you within a reasonable period of time.

PROGRAM COMMITTEE (Volunteer Committee)

Responsibilities:

Responsibilities include, but are not limited to:

- Review session evaluations from previous conference
- Select the theme and determine appropriate criteria for selecting speakers including training presenters, keynote presenter, and non-credits presenters. (Using data from annual survey completed by CHADD.)
- Contact speakers for initial invitation
- Welcome letter in preliminary program and program book

Essential Function of Training Track Chairs and Judging Committee:

When reviewing presenters for training events empirical studies are preferred, but others will be given consideration. These can include, but are not limited to, educational interventions for distinct age groups, treatment with medication for children and adults, parent training, behavior management techniques, the impact of ADHD on adult relationships, diagnosis and treatment of ADHD in various subpopulations, implementation of IDEA and Section 504, family therapy, ADHD in adolescence, and “inclusion”. Of special interest are presentations that address cutting edge research, practical strategies across all settings, the impact that media has on the diagnosis and treatment of ADHD, and cultural diversity. These proposals are organized into tracks - topics of interest — that foster exchange, debate and dialogue among participants.

Duties and responsibilities include the following:

1. Review and score proposals, received through the call for papers process, based on the following criteria:
 - **Relevance.** Relevance for the purposes of the training events. How relevant is the proposed topic for the purposes of educating participants? Does it address topics as delineated in the Call for Proposals and/or related to the conference theme based on the results of CHADD’s needs assessment?
 - **Authority:** Understanding of the proposed topic. How well does the proposal demonstrate an understanding of the scientific and/or social issues of the topic? Is the content robust in terms of its contribution in the areas of theory, research, practice, policy and/or programming? If it is a research presentation, how sound is the research design? Has the individual providing the learning event have the necessary knowledge of subject matter material and learning methods?
 - **Impact:** Impact of proposal’s contribution for informing parents, adults, advocates, professionals and/or policy makers. How strong is the proposal’s potential for impact on the target audience?
 - **Learning Objectives:** Are the learning objectives clearly defined and accomplished through the training event?
 - **Potential Conflict of Interest:** Is there a potential of a conflict of interest associated with the presenter?
2. Recommend a category of presentation for each proposal: breakout session, pre-conference institute, panel discussion, plenary session, research poster or innovative program.
3. Provide feedback and guidance to the Conference committee chairs regarding additional presentations for the assigned track as program is developed.
4. Monitor presentations in your assigned track during the conference and provide feedback for the post-conference committee meeting.

TRAINING SESSION MONITORS

1. During Conference, each CE/CEU/CME/CCE applicant must:
 - Sign in and out of each session
 - Complete a Master CE/CEU/CME/CCE Form

- Complete an evaluation form for each session via Survey Monkey
 - Complete a test after each session
2. Post Conference
- Separate completed & signed Master Forms by profession. Each profession will be sent to a different provider
 - Compile evaluation tabulations from Survey Monkey into a spiral bound document and divide sessions by day and time. Include comments for each session with tabulation.
 - Verify in-out signatures for those seeking credits
 - Verify registration payment as a professional/educator.
 - Those who registered as professionals/educators and did not complete Master Forms, must be notified and the appropriate Master Form provided.
 - Those who completed Master Forms, but are not registered as professionals/educators, must be notified of balance to in order to process their credits
3. Forward to provider:
- Roster of attendees who are seeking credits with addresses and number of credits they earned.
 - Completed and signed Master Form from each attendee
 - Graded tests for participants
 - Evaluation tabulations and comments summary for each session

PRESENTERS

Preparing and Submitting Your Proposal

The Annual International Conference on ADHD is the major research, practice, and public information conference dedicated to ADHD. Training sessions that occur during the Conference will focus on providing current evidence-based information and its impact on the lives of individuals with ADHD of all ages. The conference will bring together adults with ADHD; parents of children, adolescents, and young adults with ADHD; and professionals working in the field of ADHD, including clinicians, educators, researchers, coaches, organizers, and advocates.

Our theme this year is ***Strong Minds, Healthy Lives***, tying into new research revealing the impact of poorly managed ADHD on life expectancy. In an effort to promote not only longer life but also a better quality of life, we are especially interested in proposals that facilitate health-promoting activities, such as those related to exercise, eating, sleep, stress reduction, managing substance use, etc. As always, successful proposals will be targeted for an audience of individuals who have ADHD, as well as their family members, various treatment providers, and educators.

The major goals for the conference are to disseminate the latest developments in research, to facilitate an ongoing exchange about issues related to ADHD by individuals with different experiences and viewpoints, to share strategies and tools for all people living with ADHD, and to increase public understanding of the disorder and its impact at work, at school, and at home.

Proposals for presentations are invited. Recognized best practices, science-based tools and strategies, and other topics backed by empirical studies are preferred. These can include, but are not limited to, collaborative practices, coping skills and strategies, learning differences, implementation of IDEA and Section 504, workplace advocacy/empowerment, research, educational interventions, inclusion, parent training, multimodal treatment issues particular to distinct populations (i.e., age, gender, ethnicity, etc.), coexisting conditions, diagnosis, treatment, and innovative programs. Of special interest are presentations that address cultural and ethnic diversity.

Please remember all members of your audience—who may or may not have ADHD—and their diverse learning styles. For some attendees, interactive, engaging activities are more effective than lectures. Some people learn best by doing, and benefit from a short opportunity to practice a strategy, role play, or try a tool. We will offer potential speakers a free webinar with suggestions to make their content more engaging.

These proposals will be organized by tracks—common topics of interest—that foster exchange, debate, and dialogue among families, mental health professionals, educators, physicians, adults with ADHD, coaches, organizers, and other conference attendees. Sessions for Hispanic/Latino tracks are encouraged and must be submitted in Spanish and English.

Prior to starting your online submission, please gather the following:

1. A CV or resume
2. A short bio (in narrative form of 200 words or less for website)
3. Abstract (500 words or less)
4. Five (5) learning objectives for your session
5. Test, up to 8 multiple choice questions that reflect the learning objectives
6. A head shot photo (high resolution preferred)
7. At least 3 references (or the minimum number required on the online form)

We strongly encourage you to keep a copy of your submission (in a Word document) in the unlikely event that there is a problem with your submission.

Please note that we begin with a blind review, so please try to refrain from including identifying information in your description or abstract.

We request that all prospective presenters be willing to submit to a background check. **Note that we cannot consider any applicant who refuses a background check.**

Incomplete submissions will not be considered.

Submissions for ADHD Professional Institutes (API) (providing continuing education credits)

The first day of the conference will consist of the API sessions with an audience of ADHD coaches, organizers, therapists, prescribing professionals, and educators. These sessions will offer material on providing services to individuals with ADHD or will present foundational knowledge that will better enable providers to work with clients, market their services, collaborate with other professionals, etc. Although there may be some nonprofessionals in attendance, professionals will be the primary audience and presentations should be oriented

accordingly. For example, the API might offer a session on how to coach the parents of children with ADHD, but would not offer a session for parents on how to set effective limits with their children. Therefore, sessions with a primary audience of nonprofessionals should be submitted to the general conference.

Most API sessions will be sixty minutes, with a limited number of three-hour sessions for topics that require greater depth. You may apply for either one or both.

General Submission Requirements

Please submit your proposal online by **March 16, 2020**. Please note that this year all submission types will have the same deadline. Only online submissions will be considered.

Selection Criteria

Submissions will be evaluated by the members of the conference program review committee and will begin with a blind review. Criteria for selection will include:

- *Appropriateness of subject matter* (relevance to the goals of the conference as outlined in this call for papers)
- *An understanding of the context of the presentation* (its relationship to current research and an understanding about the diagnosis and treatment of ADHD)
- *Potential for facilitating an ongoing exchange about issues related to ADHD by individuals with different experiences and viewpoints*
- *Increasing understanding of the disorder and its impact among spouses, families, and the public*
- *Where appropriate, soundness of research design, methodology, and data analysis.*

Writing Behavioral Learning Objectives and Assessments:

- Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity.
- Learning objectives must be ***observable and measurable***.
- Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors
- Verbs to consider when writing learning objectives:
 - ✓ list, describe, recite, write
 - ✓ compute, discuss, explain, predict
 - ✓ apply, demonstrate, prepare, use
 - ✓ analyze, design, select, utilize
 - ✓ compile, create, plan, revise
 - ✓ assess, compare, rate, critique
- Verbs to avoid when writing learning objectives

- know, understand
- learn, appreciate
- become aware of, become familiar with

If your proposal is chosen, these guidelines will apply:

- Persons whose presentations are accepted must participate at the time scheduled by the conference program committee.
- Submission of the proposal indicates agreement that the Annual International Conference on ADHD Committee may record the presentation. Recordings are made available for purchase after the conference.
- If in-person, presenters will be supplied with standard audiovisual equipment (LCD projector, podium, wired microphone, screen, and adapter).
- Handouts are required for **all** presentations. Presenters must provide handouts to the Conference Department by **August 14, 2020**, in order for them to be included in the conference app. Handouts should be provided electronically in Word or PowerPoint (*please convert your PowerPoint to handout format*). Handouts received after the **August 14** deadline will not be included on the conference website or in the conference app, and may affect future consideration of submissions.

Notifications will be made in **April** or **May 2020**.

Day of your Presentation:

In preparing your presentation, you must communicate at the beginning of your presentation the following:

- The learning outcomes for your session
- Your qualifications for presenting on the specific topic
- Any potential conflict of interest concerning the presentation
- Remind participants the requirements they will need to meet to earn continuing education units/credits from the training event. Each participant needs to fill out a training session form requesting credit before the event, an evaluation of the session, and an exam at the end of the training session.

Due to the requirements of the providers, no marketing or promoting of products, books and/or services can be done during sessions. You may mention these books, products, and/or services, but you need to refrain from promotion, advertising, or marketing of products, books, and/or services.

Note that you must disclose if you have any proprietary interest in any of the forementioned products, books, and or services.

How to Prepare for Your Presentation: Visual Aids:

There are many different types of visual aids videos, PowerPoint, or exhibits. Choose your visual aids carefully and make each one count.

For PowerPoint:

- Determine if the information you are presenting needs visual representation – will it help to explain your point?
- It is important to prepare your visual aids so that everyone in the audience will be able to see the information. Keep each slide bold, simple, uncluttered and colorful. With color copy, never use black type on a dark-colored background or white letters on a light-colored background. Use a large font such as 18+. The best type font is a bold sans serif (e.g. Arial).
- Use only one idea per slide.
- For graphs and charts, use heavy lines for curves and use a minimum of lightweight grid lines.
- Use only horizontal lettering unless absolutely necessary (such as on graphs); If you choose to use PowerPoint slides you may want to note the following suggestions:
- The life expectancy of an average slide is 30 seconds or less.
- If you refer to a particular slide twice during your presentation, make two copies of the slide and place them in the appropriate sequence, this will allow your presentation to flow smoothly.

For Videos:

- Your video should be top quality. Make sure the video and sound quality are good from beginning to end.

Your Closing Presentation:

The last 15 minutes of your presentation is for Q&A. At the close of your session, please remind participants that they need to fill out their session evaluation and send to Hermoine Wellman within two days after the session. Also, please remind participants that they will be provided with a test after the session to determine their learning of the event.

Your presentation time begins when you are introduced. To maximize your presentation time, please make sure any computer-based presentations are pre-loaded on your computer and ready to go before the session begins.

PROPRIETARY INTERESTS DISCLOSURE AND REPRESENTATION POLICY

The learning session instructor and CHADD will disclose, in advance of any learning event, any instructor's proprietary interest in any product, instrument, device, service, or material to be

discussed during the learning event, as well as the source of any third-party compensation related to the presentation. This policy applies to both CHADD employees, volunteers and contractors.

CHADD and the instructor will reference the instructor proprietary interests appropriately in instructional materials it publishes. And, the instructor will notify participants at the time the their training session begins. If no such proprietary/financial interests exist, CHADD will publish a disclaimer in marketing or instructional materials. CHADD retains the right to review and approve branding associated with any proprietary interests. Instructor/instructor's employer branding will be limited.

Instructors do not promote the exclusive use of any commercial product in published instructional materials or during instruction. Instructors' discussion of their proprietary interests during instruction is limited to relevant contexts and includes consideration of alternative products or companies that are comparable to the instructor's.

Immediately upon being assigned to present a learning event, an employee/instructor must disclose any existing proprietary interests relevant to the instructional assignment. Disclosure will be made to the Program Committee, the training manager and/or Director, and the Meetings Director. As noted above, the instructor shall provide and document written disclosure to learners at the beginning of the course. Such disclosure shall be documented in the record of the learning event. Examples of appropriate documentation include a written statement distributed with handouts, or a statement included on one of the early slides in a slide presentation.

Prospective instructional contractors or volunteers must disclose existing proprietary interests relevant to the instructional topics during contract negotiations or during the time a proposal is submitted based of CHADD's request for proposals. The proprietary interests must be listed in the contract prior to contract execution for CHADD to recognize them. Proprietary content may be used to produce contracted deliverables provided to CHADD, and CHADD will make no claim to proprietary interests disclosed in the contract.

No CHADD instructor, whether employee volunteer, or contractor, may present or assist in presenting a CEU/CE/CME/CCE learning event until all pertinent proprietary interests have been disclosed to CHADD and learners as provided in this policy.

INTELLECTUAL PROPERTY

CHADD assigns any ownership it has in educational training sessions and training session materials to the person or people who created such materials that were/are used in training events on behalf of CHADD. Educational Materials include but are not limited to, textbooks, electronic media, syllabi, tests, assignments, monographs, papers, models, and unpublished manuscripts. Exceptions to this assignment of ownership are:

1. those cases in which the production of such materials/training event is a part of a CHADD sponsored (donor-advised) program;
2. those cases in which the materials are created under the specifically assigned duties of employees or contractors for CHADD;

3. those cases in which CHADD financial resources were used in creating educational materials/training; and
4. those cases which are specifically commissioned by CHADD via contract or done as part of an explicitly designated assignment made in writing.

ON-LINE AND IN-PERSON COURSE REGISTRATION AND CANCELLATION POLICY

Registration and fees for all on-line and in-person courses are non-refundable and non-transferable to any other course. Tuition must be paid in full at the time of registration.

However, if CHADD cancels a course for any reason whatsoever, CHADD will refund 100% of the registration fee to all registrants of that course. CHADD will not be responsible for fees/penalties for cancellation and/or modification for travel associated with the cancelled course. Registrants may apply the registration fee in part or whole towards a future CHADD continuing education credit course.

NONDISCRIMINATION POLICY

CHADD does not tolerate discrimination, nor tolerate explicit references of a discriminatory nature, based on gender, gender identity, gender expression, race, national origin, color, religion, age, disability, veteran status, socioeconomic status, marital status, pregnancy and/or sexual orientation. All employees, volunteers, and contractors engaged in continuing education and training activities shall comply with this policy in all communications and other interactions with one another and with learners and prospective learners, during learning event planning, marketing, and delivery, as well as post-event activities. Failure to comply shall constitute grounds for disciplinary action in the case of employees, and contractual remedy in the case of contractors.