The following FAQs are provided in response to typical questions from providers regarding participant engagement and participation monitoring. Please note that, as technology evolves and as we all gain more experience with delivering virtual training, additional strategies may become available.

**What steps can I take to successfully obtain NASP-approved provider status?**
To expedite the process of obtaining approved provider status, be sure to carefully review this FAQ document and read our Approved Provider System Policies and Guidelines and the Guidance for NASP-Approved Providers Providing Virtual Continuing Professional Development, which can be found on the Approved Provider Program page of the NASP website. Carefully follow the directions on the application and provide all required information and documents with your application. Describe in detail the processes you will be using, particularly for ensuring participation and attendance. If you have done all of the above and still have questions, please feel free to contact us at aps@naspweb.org.

**What is synchronous learning?**
Synchronous learning activities, whether virtual or in person, occur in real time and offer opportunities for interaction with the presenter.

**What is asynchronous learning?**
These activities are typically prerecorded webinars and do not occur in real time or provide opportunities for immediate interaction. Any content offered on demand must use a posttest to assess learning in order to provide NASP-approved CPD. It must also include a means for tracking participant attendance throughout the recording.

**Are activities such as reading books and articles or reviewing other related self-paced self-study eligible for NASP-approved CPD?**
No, these activities are not eligible for NASP-approved CPD.

**What are the requirements for monitoring participant engagement?**
NASP-approved CPD can only be offered to those who attend the activity in its entirety. All synchronous and asynchronous learning activities providing NASP-approved CPD must include a process to verify that each participant receiving documented CPD was engaged for the entirety of the activity, much like the provider would do at an in-person event.

**What strategies for monitoring participant engagement are acceptable for approval?**
There are no specific strategies that are required, and providers can use their creativity to effectively monitor participant engagement. Some examples of strategies that providers have used include the following:
- Use a learning management platform with built in technology that verifies attendance, such as participant tracking or intermittent pop-ups.
- Embed attention checks within the presentation in which participants must respond to prompts during the presentation to demonstrate that they are engaged.
• Present randomly timed codes visually, orally, or in the chat box that attendees must provide after the session to verify attendance. Commonly used codes include numbers, letters, or pictures.
• For groups watching a webinar together, appoint a proctor and ask them to monitor engagement and submit an attendance sheet.
• Require all participants to keep their cameras on throughout the activity and assign proctors to monitor the attendees. This may not be feasible for large events.

What are appropriate intervals for attention checks?
A good guideline is to require participants to respond to a prompt at random intervals (i.e., not every X minutes) averaging about 10–15 minutes in length. Participants should be required to respond to the prompt in a reasonable amount of time (1–2 minutes) or answer a question that they could only answer correctly if they were engaged.

What if a learner needs to take a break for a call or to attend to personal needs? Can they still receive CPD credit?
Similar to in-person training, specify in your application what you will do in the event that a participant misses an attendance check. Indicate your criteria for acceptable performance (e.g., must be present for 90% of the presentation). Consider the frequency of the attendance checks and the length of allowable time absent or nonresponsive when you are planning the activity, and provide your rationale in your application.

What strategies are typically used to increase participant engagement for synchronous learning?
Consider how participants can interact with the presenters and each other in real time to create a more meaningful learning and networking experience. Providers should select a platform that offers a chat function, Q&A box, social wall, breakout rooms, polling, or other means for interaction. While social media can sometimes provide a good supplemental vehicle for engagement, providers should recognize that some participants do not use social media and, thus, it should not be used as the primary form of interaction. Additionally, use of social media on a separate website as an interactive tool may draw attention away from the event. Provide guidance to presenters on considerations for virtual presentations, including methods for engaging participants and orientation to the virtual platform being used. Be sure to consider accessibility for participants who might have disabilities.

What should we consider when evaluating online learning management systems?
Participant engagement monitoring is enhanced when using learning management systems that have built in technology that tracks and verifies attendance, much like the provider would do at a live event. This is often accomplished by tracking the time spent with the window open or through intermittent pop-ups. For synchronous learning, providers should consider selecting a platform that offers opportunities for participants to interact with the presenter and other participants, such as a chat function, Q&A box, social wall, breakout rooms, polling, or other means for interaction.

Are a posttest and evaluation required for synchronous learning?
A posttest is not required for live attendees if participants are able to interact with and ask questions of the presenter. All participants must complete an evaluation to obtain CPD.

Are a posttest and evaluation required for asynchronous learning?
A posttest and evaluation are required, but not sufficient to verify attendance and assess learning for asynchronous learning.
Are a posttest and evaluation sufficient to track participant engagement?
Completion of a posttest and evaluation is not, on its own, sufficient to track attendance. Providers must also have a way to verify participant engagement throughout the entirety of the professional development activity.

What are the requirements for the posttest for asynchronous learning?
The posttest should be of sufficient detail and depth (minimum of eight questions for a 1-hour session; 16 questions for 3 hours or more) to assess participants’ level of learning. Approved providers must specify a passing grade criterion for these posttests (suggested minimum 75% accuracy). Use of a posttest is not considered sufficient as a method of tracking participation or attendance for asynchronous CPD.