



Welcome to E-Cog

AN ONLINE PLATFORM
FOR MENTAL HEALTH
PROFESSIONALS' CONTINUING
EDUCATION

Let's go!



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FAQ

Welcome to E-Cog

Learn about [our certifications](#) or [login](#) to access your dashboard

<https://e-cog.ca>

THE PROBLEM

It takes **17 years** for research to reach the real world



training mental health professionals to use new treatments is **challenging**



high-quality interventions can have a **meaningful impact** on individuals struggling with mental health



We can **shorten the gap** and connect new treatments and the people needing them!

www.e-cog.ca





THE SOLUTION

E-Cog: an online learning platform for mental health professionals & specialists

1

Engaging
online
learning
experience

2

Expert
coaching &
supervision

3

New
treatments
dissemination

THIS IS US

The E-Cog Team



Dr. Ana Elisa Sousa

Content development,
knowledge translation, project
coordination



Caroline Dakoure

IT consultant, technology
specialist, content creation



Dr. Genevieve Sauve

Research and clinical expert,
educational consultant, content
development



Dr. Martin Lepage

Research and clinical expert,
project lead



**Expert consultants,
collaborators and
content creators
across Canada**




Our Mission



Empowering mental health professionals
by removing barriers to **high-quality**
continuing education

Our values

Empowerment 

 Engagement

Accessibility 

 Responsibility

Community 



THE SOLUTION

E-Cog Features



Engaging & interactive e-learning experience

Technological structure ensuring customization, optimal user experience, data security, accessibility, and gamification.



Developed by experts to experts

Content and technical components were developed following the **ADDIE framework** and piloted at different stages to enhance final delivery quality.



An evidence-based training tool

Feasibility, acceptability and efficacy of **E-Cog** is being assessed within the **iCogCA multi-site implementation trial**





Developed by experts to experts

The ADDIE Model

Gavarkovs et. al, 2019

A framework for creating instructional content

- **Specific steps** for designing online training
- **Widely used in remote education** since the 70's
- Widely recognized as an **optimal model for designing and evaluating** learning content
- A valuable source of good teaching Practices in Online Education (meta-analysis by Spatioti et al., 2022)

ANALYSIS



Overall Goal



Implementers profiles



Learning objectives



Factors affecting implementation

DESIGN



Learning units



Learning activities



Technological architecture, user experience, interface

DEVELOPMENT



Pedagogical material



Web development



Collecting pilot data

IMPLEMENTATION



Didactic training



Weekly supervision



Technical support



Quality control of delivery

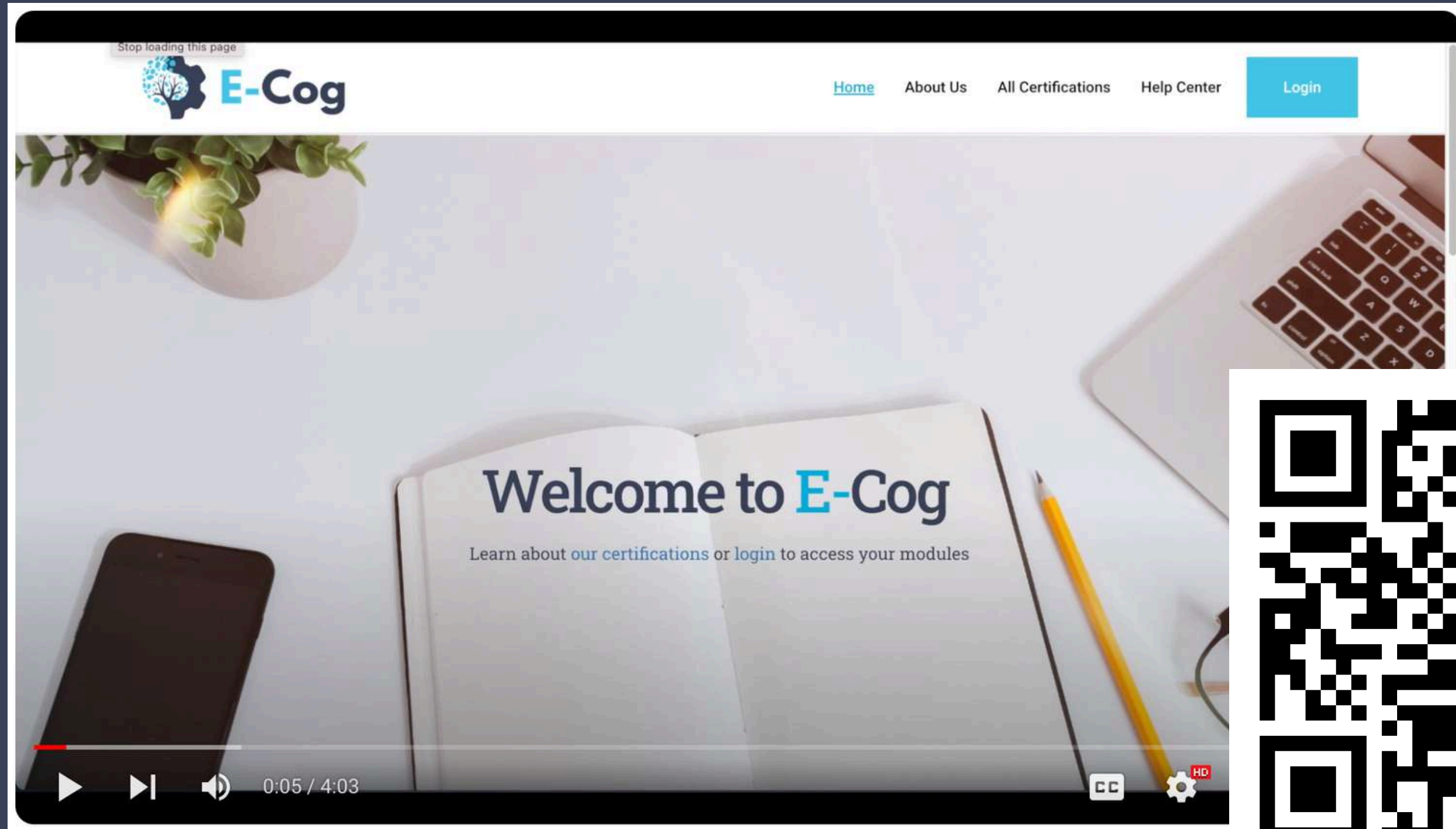
EVALUATION



Quantitative data analysis



Qualitative interviews w/ practitioners



<https://youtu.be/zBWZEx9zfy8>



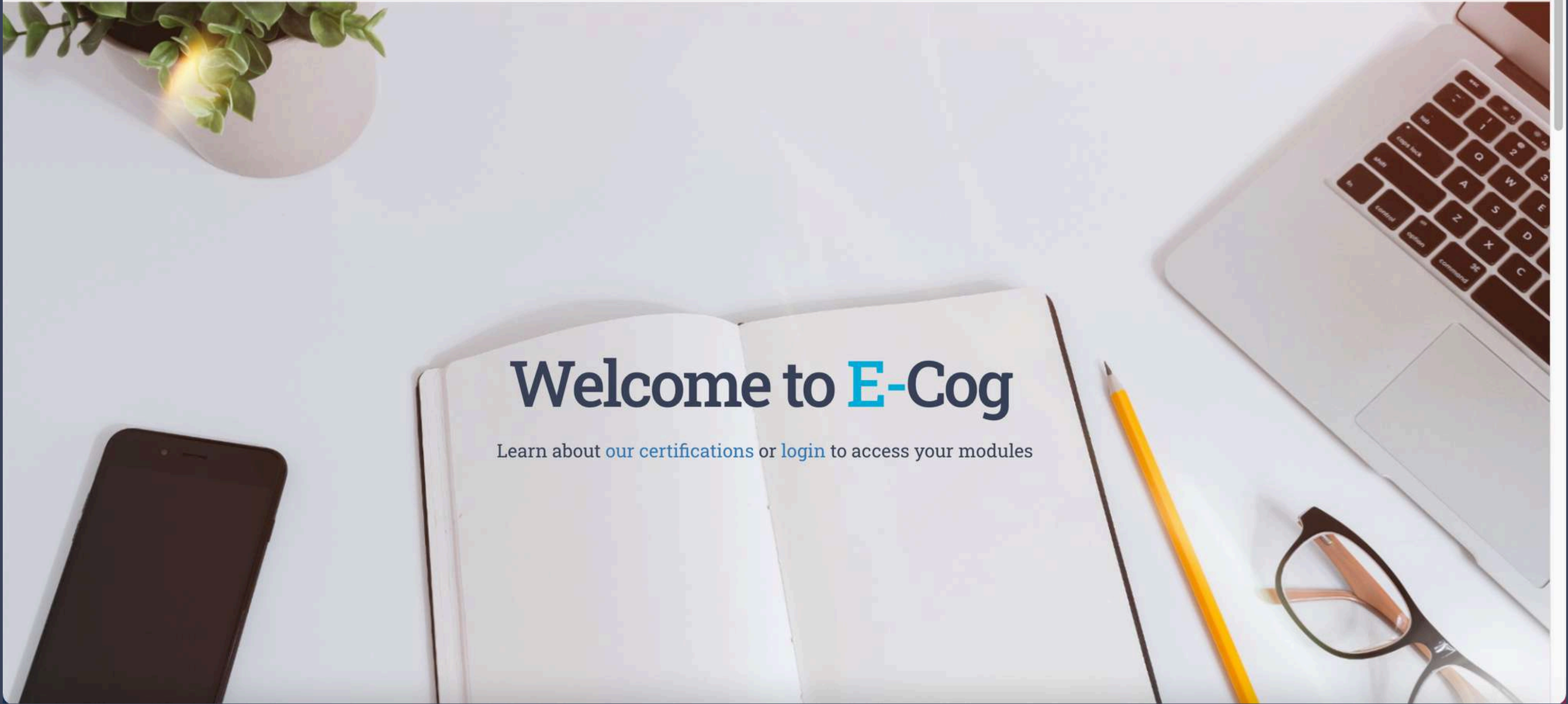
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Action-Based Cognitive Remediation for Psychosis

[Enroll Now](#)



Metacognitive Training for Psychosis

[Enroll Now](#)



Action-Based Cognitive Remediation Training

Section 1. Principles of ABCR

Getting Started

2 Topics

Introduction

Module Overview

1.1. Principles of ABCR

Section 2. Delivering ABCR

2.1. Delivering ABCR

Bonus Content: ABCR Q&A with Chris Bowie and Tammy Vanrooy

2.2. Acknowledgments

Section 3. Practice & Feedback

3.1. Practice & Feedback

Section 4. Final Assessment

Introduction

Action-Based Cognitive Remediation Training > Getting Started > Introduction

Introduction

Dr. Chris Bowie

Creator of Action-Based Cognitive Remediation

1 Section 1.
Principles of ABCR

2 Section 2.
Delivering ABCR

3 Section 3.
Practice &
Feedback

Use the **left** menu to
navigate between sections



☰ Digital Health Technologies <

INTRODUCTION

- ✓ Getting Started
 - ✓ 2 Topics

Section 1. Digital Health Technologies

- ✓ 1.1. Digital Health Technologies

Section 2. Security & Confidentiality

- ✓ 2.1. Security & Confidentiality

Section 3. Remote Evaluation and Interventions

- ✓ 3.1. Remote Evaluation and Interventions

Section 4. Implementation of Virtual Groups

- ✓ 4.1. Implementation of Virtual Groups

56%

Digital Health Module
CONVINCING EVIE'S SUPERVISOR

Ok, Eve. I am convinced that it is a good idea to offer digital health services in our clinic. However, I still have some concerns...

How should Evie respond?

Sure!
What is concerning you?

You have nothing to worry about!



[See references](#) | [See discussion](#)



26%

Digital Health Module: Security & Confidentiality

IMPORTANT TERMS

Now, drag to the drop zone the term that best matches the definition below:

Drop Zone

DEFINITION #1

The ability to protect sensitive information from being accessed by unauthorized people.

Submit

INTEGRITY CONFIDENTIALITY AUTHENTICATION INFORMATION SYSTEM SECURITY MEASURES

[See references](#) | [See discussion](#)



Cognitive Health

SECTION 1. DEFINITIONS

✓ Pre 1.1. Question

✓ 1 Quiz

✓ 1.1. Cognitive Health

✓ 1 Topic

✓ 1.2. Cognitive Domains

✓ 2 Topics

✓ 1.3. Cognitive Capacity

✓ 2 Topics

✓ 1.4. Cognitive Impairments

✓ 3 Topics

✓ 1.5. Cognitive Biases

✓ 4 Topics

✓ 1.5.1. Cognitive Biases

1.5.2. Cognitive Biases –
Relationship with Clinical Symptoms
and Functional Outcomes

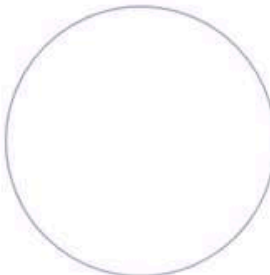
1.5.4. Quiz – Cognitive Biases

Cognitive Health > 1.5. Cognitive Biases > 1.5.4. Quiz – Cognitive Biases

COGNITIVE BIASES

Below you will find several scenarios in which a cognitive bias may be manifesting. For each one, please drag the bias that best corresponds to the scenario to the drop zone.

Brad loves to play soccer. Whenever his soccer team wins, he believes it is only because of his hard work and skills. But whenever his team loses he blames the outcome on factors like unfair calls or bad weather.



✓ Submit



E-Cog: Learning Environment (Other resources – Library, Forum, Materials, User Support)

Cognitive Health 100% COMPLETE Forum Library Glossary

E-Cog

Module 1. Cognitive Health

Section 1. Definitions

The 📖 symbol identifies open access articles and other free resources.

You can find the full list of references for this Module in the "Library" tab.

Cognitive Health

- Anderson, L. A., & McConnell, S. R. (2007). Cognitive health: an emerging public health issue. *Alzheimer's & dementia: the journal of the Alzheimer's Association*. [Link here](#).
- Saperstein, A. M., Medalia, A., Bello, I., & Dixon, L. B. (2020). Addressing cognitive health in coordinated specialty care for early psychosis: Real-world perspectives. *Early intervention in psychiatry*. [Link here](#).
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Cognitive Domains

Action-Based Cognitive Remediation Training

ABC Training - Material

Show 99 files

- ABC Manual
2021_remote_adapted_JCogCA_April 2023_final
6 MB
[Download](#)
- ABC Manual_2021_in-person
6 MB
[Download](#)
- In person ABCR (ENG)
98 MB
[Download](#)
- Remote ABCR (ENG)
80 MB
[Download](#)

Section 1. Principles of ABCR

- Getting Started (2 Topics)
- 1.1. Principles of ABCR

Section 2. Delivering ABCR

- 2.1. Delivering ABCR
- Bonus Content: ABCR Q&A with Bowie and Tammy Vanrooy
- 2.2. Acknowledgments

Section 3. Practice & Feedback

- 3.1. Practice & Feedback

Section 4. Final Assessment

- 4.1. Final Assessment

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Home » Forums » Cognitive Health » 1.3. Cognitive Capacity

This topic has 0 replies, 1 voice, and was last updated 8 months, 1 week ago by adminuser.

December 27, 2023 at 8:21 pm

Please do not hesitate to ask any questions you may have regarding the '1.3. Cognitive Capacity' lesson below.

Reply To: 1.3. Cognitive Capacity

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Frequently Asked Questions

Please consult the FAQ below before sending us a message.

- What is the difference between a certification and a module?**
Modules include content videos, interactive content slides, quizzes and a final assessment. Certifications are awarded when all modules relevant to the certification are completed.
- Can I review the content after I've completed the module?**

Send Us a Message

You do not find the answer to your question? Send us a message below. Your email address will not be published. Required fields are marked.

Your name

Your email

Subject

Select category

Enter captcha

E-Cog Summer Beta Testing Results



Mental health professionals (N = 8)

How much do you agree with the following regarding the E-Cog learning environment?

1 = STRONGLY DISAGREE, 6 = STRONGLY AGREE



MEAN SCORES

How likely are you to...

Recommend an E-Cog certification:



Visit the website/complete another certification



E-Cog Summer Beta Testing Results



Mental health professionals
(N = 8)

Strengths of the E-Cog Platform

"E-Cog is **more comprehensive** compared to other trainings. I particularly liked the **interactive components**, which are often missing in other programs."

V.S., Occupational Therapist, Ontario

"I appreciated the **flexibility of the asynchronous format**, especially given the time difference between New Zealand and Canada. It allowed me to complete the training at my own pace."

M.B. - Psychologist, New Zealand

E-Cog Summer Beta Testing Results



Mental health professionals
(N = 8)

Strengths of the E-Cog Platform

"The training provides a **standardized approach**. It's not just about handing out materials; there's a rationale and research support behind what we're doing, which is helpful for both facilitators and clients."

V.S., Occupational Therapist, Ontario

"The quizzes were actually really good. **They made you think**—it wasn't just watching a video and picking the obvious answer. It was a **challenge**, which I found rewarding."

M.G. - Occupational Therapist, Ontario

Thank you!

E - COG TEAM & EXPERTS

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Contact us



 **E-Cog Website**
www.e-cog.ca

 **CRISP** 
RESEARCH GROUP

<https://www.crispdouglas.ca/>



References

E-COG

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THE ADDIE MODEL

Gavarkovs, A. G., Blunt, W., & Petrella, R. J. (2019). A protocol for designing online training to support the implementation of community-based interventions. *Evaluation and Program Planning*, 72, 77-87.

Spatioti, A. G., Kazanidis, I., & Pange, J. (2022). A comparative study of the ADDIE instructional design model in distance education. *Information*, 13(9), 402.

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